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Mrs A Rourke  
Headteacher  
Bradwell County Primary School  
Cauldon Avenue  
Bradwell  
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Dear Mrs Rourke

Ofsted 2009-10 survey inspection programme: good practice in literacy

Thank you for your hospitality and cooperation, and that of your staff, during my visit on 26 January 2010 to look at work in literacy.

The visit provided valuable information which will contribute to our national evaluation and reporting. Published reports are likely to list the names of the contributing institutions, but individual institutions will not be identified in the main text without their consent.

The evidence used to inform the judgements made included discussions with senior leaders, observation of three lessons and a meeting with a group of pupils to discuss their work. I also studied the school's literacy documentation and assessment data.

Features of good practice

- You and other school leaders keep a sharp focus on strengthening teaching and raising standards in literacy, within a creative curriculum that pupils say makes school 'fun'.
- From the Nursery class onwards, you have high expectations for all of the children. The effective delivery of a structured phonics programme means children have reading and writing skills in line with those expected by the end of the Reception class and above average by the end of Key Stage 1.
- Standards in literacy at the end of Key Stage 2 are high. The overwhelming majority of boys and pupils entitled to free school meals attain Level 4 or Level 5 in English.
- Each term, senior leaders and teachers review how well pupils are progressing in reading and writing. This ensures that teachers, parents and pupils themselves have a clear understanding of how effectively they are learning. The rigorous analysis of data leads to the early identification

of any underachievement by pupils or groups and to effective interventions.

- Teachers thread rich opportunities for speaking and listening into lessons. For example, role-play areas are available for all classes and teachers use these to ensure pupils extend their language skills through a wide range of speaking activities.
- Teachers are confident to take risks in their teaching. Pupils have many opportunities to work collaboratively, using cameras, computers and the interactive whiteboard to record and present their literacy work. The teaching observed ensured strong participation by all pupils, through role-play, purposeful discussion and opportunities to reflect on their ideas before settling down to write.
- Teachers' marking shows a consistent approach to identifying errors and underlying misconceptions. Written comments help pupils to identify the precise steps required to improve their work. Pupils are increasingly taking responsibility for acting on the advice offered.
- Strategies such as the Parents' Breakfast Club are having a positive impact on the ability and readiness of parents to support their children's learning. For example, attendance at open evenings has risen from below 50% to 100%.

#### Areas for development

- We discussed strategies the school could develop to engage even earlier with families and young children before they start in the Nursery or Reception classes.

I hope these observations are useful as you continue to develop literacy in the school.

As I explained previously, a copy of this letter will be sent to your local authority and will be published on Ofsted's website. It will also be available to the team for your next institutional inspection.

Yours sincerely

Anthony O'Malley  
Her Majesty's Inspector