

Bradley CofE Primary School

Yew Tree Lane, Bradley, Ashbourne, DE6 1PG

Inspection dates 18–19 June 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils do not make good progress throughout the school. Standards in Year 6 in English and mathematics in 2012 were below average.
- There are not enough opportunities for pupils to develop their writing skills regularly in lessons or to apply their mathematical skills to problem solving.
- Teachers do not always make sure that work is at the right level for pupils; sometimes it is too easy and at other times it is too hard. They do not use questioning to check pupils' understanding and to move learning forward.
- There are limited opportunities in lessons for pupils to be involved in independent activities or to work in groups.
- Although books are marked regularly, pupils do not have clear targets and next steps to focus on in their learning.
- Governors and the headteacher have not ensured that the quality of teaching and pupils' achievement have remained high over time.
- Plans for improvement do not have clear actions which can be monitored by governors.
- Observations of teaching do not give teachers areas to work on to improve.
- Staff and governors do not know how well pupils and groups of pupils are progressing overall.

The school has the following strengths

- Pupils are polite and courteous and behave well around the school. They are keen to learn and helpful to each other in lessons.
- Pupils say they feel safe in school.
- Attendance is above average.
- Parents are very positive about the school. All parents responding to the online survey said their children feel safe in school and that behaviour is managed well.

Information about this inspection

- The inspector observed teaching in seven lessons.
- Two observations of teaching were carried out with the headteacher. The headteacher was also observed feeding back to staff on pupils' learning and progress in lessons.
- The inspector listened to pupils read and spoke to pupils about their learning and behaviour in the school. The inspector also scrutinised pupils' work in books, attended an 'activate' session and a class assembly.
- Meetings were held with the headteacher, the teaching staff, the Chair of the Governing Body and one other governor as well as with a representative of the local authority.
- The inspector took into account the responses to the online Parent View survey and spoke to parents as they brought their children to school. Seven staff questionnaires were also reviewed.
- The inspector looked at the school's work. She scrutinised the school's records of pupils' progress, and examined documents relating to the management of the performance of staff, safeguarding and behaviour.

Inspection team

Susan Williams, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school.
- All pupils are White British.
- The proportion of disabled pupils and those with special educational needs supported through school action is above average. The proportion supported through school action plus or with a statement of special educational needs is below average.
- The proportion of pupils known to be eligible for support from the pupil premium (additional government funding given to schools for pupils known to be eligible for free school meals, children who are looked after and children from service families) is below average.
- Although the proportion of pupils joining or leaving the school at other times than the usual dates of admission is similar to national levels, there were significant changes to the Year 6 cohort in 2012.
- The school meets the government's floor standards, which set the national minimum expectations for pupils' attainment and progress.
- Pupils are taught in two mixed-age classes: Reception, Year 1 and Year 2; and Years 3 to 6. For literacy and numeracy, the Year 3 to 6 class is split into a Year 3 and 4 group and a Year 5 and 6 group.
- The headteacher is retiring at the end of term and a new headteacher has been appointed for September 2013.

What does the school need to do to improve further?

- Improve teaching so it is consistently good or better by ensuring:
 - work is set at the right level for pupils so it is not too hard or too easy
 - teachers use questioning to check pupils' understanding and move learning forward
 - more opportunities are provided in lessons for pupils to work independently or in groups
 - marking gives pupils clear targets and next steps for learning.
- Improve achievement by accelerating pupils' progress, particularly at Key Stage 2, and ensure standards in Year 6 rise by making sure that there are more opportunities for pupils to:
 - develop their writing skills by writing regularly in lessons and to produce longer pieces of writing
 - apply the skills they have learnt in mathematics to problem-solving activities.
- Improve leadership and management by ensuring:
 - plans for improvement have clear actions that can be monitored by governors
 - observations of teaching give teachers areas to work on to improve their practice
 - data are shared so all staff and governors know how well pupils and groups of pupils are progressing overall
 - governors hold the headteacher to account for the quality of teaching and pupils' progress in the school.
- An external review of governance should be undertaken in order to assess how this aspect of leadership and governance may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils do not make good progress throughout the school, particularly in Key Stage 2. Standards in English and mathematics in Year 6 were below average in 2012. Although there were pupils who joined the school in Key Stage 2 with low attainment, progress was not fast enough for these pupils to catch up with others nationally by the end of Year 6.
- Standards in writing are lower than in reading. Pupils do not write regularly in lessons and do not have the opportunity to develop their writing by frequently completing longer pieces of writing. The school has focused on improving mathematics and pupils learn a wide range of topics that develop their basic skills in addition, subtraction, multiplication and division. However, they are not given opportunities to apply these skills to problem solving so teachers can check pupils' understanding of the concepts learnt.
- Children enter the school with skills and knowledge as expected for their age. Lessons for children in the Reception Year begin with adult input introducing children to concepts, for example, putting numbers in order on a clock face. However, these group sessions are quite long, and limit the time available for independent learning. Standards at the end of Reception are broadly average.
- Pupils say they enjoy reading, particularly new books and moving on to harder ones. They understand how books are set out. Most read fluently and can apply their knowledge of phonics (sounding out letters and parts of words) to help them read difficult words. However, some less-able pupils find the early reading sessions difficult to follow and this limits their progress. The proportion of pupils reaching the required standard in the Year 1 phonics check in 2012 was similar to the national average. A similar proportion achieved the expected standard for the check this year.
- Progress in Key Stage 1 is faster than in Key Stage 2, particularly in reading and mathematics. Standards in 2012 were above average in reading and mathematics and broadly average in writing. School data show similar standards have been achieved this year. In Year 6, school tracking shows that standards are likely to improve this year; almost all pupils are on track to reach Level 4 in English and mathematics.
- Pupils known to be eligible for support from the pupil premium receive some extra adult help and, this year, access to music tuition or trips to broaden their experience of school. In 2012, there was a wide gap in attainment between these pupils and others in the school. They were approximately two-and-a-half years behind in English and two years behind in mathematics. This year, these pupils are making good progress throughout the school and the gap is narrowing with their peers.
- Disabled pupils and those with special educational needs receive extra help in lessons which is effective. However, progress for these pupils is mixed and they do not make good progress throughout the school. There is more to be done to ensure equality of opportunity for learning and for all pupils to make good progress.

The quality of teaching

requires improvement

- There is too much teaching that requires improvement throughout the school so pupils do not make good progress. Reading, writing and mathematics are not taught well. Teachers do not

always set work at the right level for pupils. Sometimes, this is because teachers lead whole-class sessions at one level so it is too hard for less-able pupils and they do not all join in the work. More-able pupils find the work too easy and are not fully challenged in their learning; consequently, they make less progress than they could.

- Questioning is often to the whole class at one level and is not used to check understanding or to move learning on by challenging pupils' thinking. Some pupils are passive and opt to not put up their hands so they are not involved in these sessions. Opportunities for pupils to work independently or in groups are limited due to long whole-class sessions and this limits the amount of work pupils do in lessons.
- Marking is regular and teachers give pupils positive comments. However, pupils do not all have clear targets and next steps for learning to help them to make better progress in their work.
- There are positive relationships in lessons between adults and pupils. Pupils are keen to learn and follow instructions quickly. Teachers have good subject knowledge and teaching assistants make an effective contribution to learning. For example, in a Reception to Year 2 lesson, the teaching assistant helped pupils in Years 1 and 2 with their understanding of time. She used questioning well to guide pupils in their understanding and helped them to move the fingers on a clock to develop their understanding of 'one hour on'.

The behaviour and safety of pupils are good

- Pupils are extremely polite and courteous to adults and to each other. They are very welcoming to visitors. Pupils say they feel safe in school and that behaviour is good. All parents responding to the online survey say their children feel safe in school. Parents and staff believe that behaviour is managed well. Parents who spoke to the inspector said that the school cared very well for their children.
- Pupils say there is very little bullying, although they say there is some minor falling out or name calling. They say any bullying that does occur is dealt with by staff. School records confirm there are very few incidents over time and most are minor. There are no racist incidents and no exclusions. The school is effective in promoting positive relationships and ensuring there is no discrimination.
- Pupils say that if they have problems or concerns they can use the 'worry box' and that they can talk through any problems in 'circle time'. Pupils have been trained on assertiveness. They take on responsibilities, such as representing their classmates on the school council or acting as playground buddies.
- In lessons, pupils are keen to learn and to help each other. Behaviour is not outstanding as there are occasions in lessons when pupils are not fully involved or become a little distracted. Pupils behave well around the school, in lessons, at playtime, lunchtime and in class assembly.
- Pupils are routinely punctual to school and to their lessons. Attendance improved to be above average in 2012 and has been maintained at this level this year.

The leadership and management requires improvement

- Leadership and management require improvement because leaders and governors have not maintained high standards in teaching and pupils' achievement. Plans for improvement have appropriate priorities, but do not identify precise actions which governors can monitor to make

sure they make a difference. Teachers assess pupils regularly; however, staff and governors are not aware of how good pupils' progress is in the school overall or for different groups.

- The headteacher oversees the management of the performance of staff. Staff work together to agree targets to work on linked to the areas they teach. The headteacher meets with staff to follow these up during the year. Although some observations of teaching take place, teachers are not given specific areas to work on to help them improve their practice.
- The curriculum gives priority to the development of reading, writing and mathematics, although there are not enough opportunities to develop writing and problem solving in mathematics. Other subjects are developed through topic work and enhanced with special weeks, including arts week and science week. Pupils enjoy these special weeks and trips, including the trip to the science museum as part of science week. Music is a strength; pupils have the opportunity to play a range of instruments. Spanish is also taught in Key Stage 1 and 2.
- Pupils spiritual, moral, social and cultural development is developed well in the school. The school recognises its place as a Church school; it provides regular opportunities for reflection but also encourages pupils to learn about other religions in religious education. Pupils' cultural development is promoted well through links to schools in Spain, Poland and Portugal.
- The local authority has supported governors with the performance management of the headteacher, an annual review of the school's performance and in the last year to develop the curriculum in mathematics which has improved.

■ **The governance of the school:**

- Governors are committed to the school and realise that there must be changes to improve pupils' achievement. However, they have not ensured that the headteacher is held to account for teaching and achievement being at least good. Governors have some discussions with the headteacher about data for Key Stages 1 and 2 and how well pupils do in national tests. They highlighted to the headteacher that mathematics should be a priority in the school development plan. They have discussed the spending of pupil premium funding, although they have not had regular updates on how well these pupils are doing and the difference this is making. They do not receive regular updates about the quality of teaching in the school, although have been made aware of where underperformance has been addressed in the past. They receive external support for the performance management of the headteacher and receive updates that this has happened with other staff. They sign off pay awards for staff who meet their targets. They attend courses to keep up to date. They ensure policies are reviewed annually and that statutory requirements are met, including those relating to safeguarding.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	112802
Local authority	Derbyshire
Inspection number	411909

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	40
Appropriate authority	The governing body
Chair	Leon Hart
Headteacher	Jane Powell
Date of previous school inspection	5 March 2008
Telephone number	01335 370292
Fax number	01335 370292
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