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Mrs Nicola Foulds  
Headteacher  
Bradley CofE Primary School  
Yew Tree Lane  
Bradley  
Ashbourne  
DE6 1PG

Dear Mrs Foulds

**Requires improvement: monitoring inspection visit to Bradley CofE Primary School**

Following my visit to your school on 11 November 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the second monitoring inspection since the school was judged to require improvement following the section 5 inspection in June 2013. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- distribute leadership more widely by developing the skills of teachers in leading subjects
- continue to focus upon raising standards at the end of Key Stage 1, especially for the most-able pupils
- ensure that the school website contains the required information.

## **Evidence**

During the inspection, meetings were held with senior leaders, members of the governing body and a representative of the local authority, to discuss the action taken since the last monitoring inspection. I evaluated your plans for improvement. I reviewed your most recent data relating to pupils' achievement. I visited each class and considered the quality of pupils' learning in a range of subjects. I looked at the school's documentation relating to the safeguarding of pupils. I looked at the information which the school provides for parents and carers, including that held on its website.

## **Context**

Since the first monitoring inspection in September 2013 the governing body has made a number of appointments: a newly qualified teacher took up post in January 2014 and teaches pupils in Years 3 and 4 in the morning and all pupils in Key Stage 2 each afternoon; a part-time teacher has been appointed to teach pupils for three days a week in the Early Years Foundation Stage, following the retirement of a long-serving member of staff in October 2014 ; and a business manager has been appointed from September 2014 following the retirement of her predecessor. A new clerk to the governing body commenced her duties from September 2014.

## **Main findings**

You have continued to secure improvements in the school by: systematically checking on the quality of teaching and providing staff with clearer guidance on how to improve their practice; and by leading by example through ensuring that your own teaching is of the highest quality. This has motivated teachers to improve. In particular, they have developed their skills in using their assessments of pupils' learning to provide more suitably challenging activities to those of different ages and abilities. Pupils say that they like the 'tickled pink and green for growth' approach to marking. They feel that this is helping them to know how to improve their work. Improvements in teaching have resulted in pupils making faster progress, particularly in Key Stage 2, which has raised standards at the end of Year 6 in 2014. Provision and outcomes for children in the Early Years Foundation Stage have also improved. Consequently, all children achieved a good level of development at the end of the Reception Year in 2014. Standards at the end of Key Stage 1 in 2014 however, were not as high as in previous years, with no pupils attaining the higher Level 3.

The school's rate of improvement remains heavily reliant upon your work as headteacher. Although recently and newly appointed staff have subject responsibilities, they are at an early stage in developing their skills in being able to drive improvement independently of your guidance and support.

Governors have reflected deeply about the quality of their work following an external review and analysing the outcomes of their own self-evaluation. They have worked tirelessly to ensure that statutory policies are in place and that these are reviewed regularly. Governors are checking more closely on the rate of improvement by following the monitoring programme set out in the school's improvement plan. Governors recognise that, while the school's website is in the process of being redesigned, the new format needs to include all the relevant information to make it compliant with statutory requirements.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

### **External support**

The associate adviser deployed by the authority continues to provide highly effective support to the school. She has helped you in developing your leadership skills and has supported teachers to learn from best practice following observations of colleagues at Aldercar Infant School, where she is the substantive headteacher.

You have also benefited from support brokered by the Diocesan Director of Education for Derby. The former executive headteacher of Bishop Purseglove Church of England Primary School and Stoney Middleton Church of England Primary School has been effective in providing guidance and support to enable you to make a positive start to your first year of headship.

I am copying this letter to the Chair of the Governing Body, the Diocesan Director of Education for Derby and the Director of Children's Services for Derbyshire.

Yours sincerely

David Carter  
**Her Majesty's Inspector**