

# Bradley CofE Primary School

Yew Tree Lane, Bradley, Ashbourne, DE6 1PG

**Inspection dates** 20–21 May 2015

| <b>Overall effectiveness</b>   | Previous inspection: | Requires improvement | 3        |
|--------------------------------|----------------------|----------------------|----------|
|                                | This inspection:     | <b>Good</b>          | <b>2</b> |
| Leadership and management      |                      | Good                 | 2        |
| Behaviour and safety of pupils |                      | Good                 | 2        |
| Quality of teaching            |                      | Good                 | 2        |
| Achievement of pupils          |                      | Good                 | 2        |
| Early years provision          |                      | Good                 | 2        |

## Summary of key findings for parents and pupils

### This is a good school.

- The headteacher and governors have improved teaching since the previous inspection. As a result, pupils now achieve well throughout the school.
- Standards at the end of Year 6 have risen to above average. Most pupils in Key Stage 2 are working above the levels expected for their age.
- Outstanding teaching in Years 5 and 6 enables pupils in these year groups to make fast progress.
- Children in the Reception Year are taught well and make good progress.
- Teaching is good in Years 1 to 4. Teachers provide pupils with work that captures their interest. Teachers and teaching assistants work very effectively together to plan learning for pupils who need extra help to succeed.
- Pupils are very happy in school. They behave well. Staff foster a purposeful sense of community that enables all pupils to feel equally valued.
- Trusting relationships with staff ensure that pupils feel safe and well cared for. The school's procedures to ensure pupils' safety are good.
- The school promotes pupils' spiritual, moral, social and cultural development very effectively.
- The headteacher leads the school exceptionally well.
- Governors are now more closely involved in checking and supporting the school's work. This has helped them to allocate resources more effectively to raise pupils' achievement.

### It is not yet an outstanding school because

- Standards are average in Key Stage 1. Pupils' writing shows some weaknesses in spelling, punctuation and grammar.
- Teachers do not always question pupils expertly to extend their learning.
- Pupils are not given enough opportunities to develop their estimating skills to help them check their calculations in mathematics.
- Pupils do not always set out their addition columns neatly or clearly when they work out multiplication questions. This leads to avoidable errors when they calculate final totals.
- Other than the headteacher, staff have not developed the leadership skills to enable them to support the headteacher in driving improvement.

## Information about this inspection

- The inspector made visits to all classrooms to check on pupils' learning. On two visits, he was accompanied by the headteacher. He heard some pupils in Year 2 read and looked at samples of pupils' work.
- The inspector held meetings with the headteacher, a group of pupils, four governors and a representative from the local authority.
- The inspector took account of the nine responses to a questionnaire completed by staff and the 28 responses made by parents to Ofsted's online questionnaire, Parent View. He also analysed parents' and pupils' responses to the school's own questionnaires. He spoke informally with some parents during the inspection.
- The inspector checked a range of evidence including: monitoring records; consultants' reports; school improvement plans; the school's own data on pupils' attainment and progress; and policies, procedures and practice relating to safeguarding, behaviour and attendance.

## Inspection team

Derek Aitken, Lead inspector

Additional Inspector

## Full report

### Information about this school

- Bradley CofE is much smaller than the average-sized primary school.
- Reception children attend on a full-time basis and are taught in a mixed-age class with Year 1 and Year 2 pupils. Pupils in Years 3 to 6 are taught in their mixed-age class on Fridays and in the afternoons on the other weekdays. The headteacher teaches English and mathematics from Monday to Thursday to pupils in Years 5 and 6.
- All pupils are from White British backgrounds.
- There are almost twice as many girls as boys on roll.
- The proportion of disadvantaged pupils supported by the pupil premium, which is additional funding for pupils known to be eligible for free school meals and those looked after by the local authority, is low.
- The proportion of disabled pupils and those who have special educational needs is above average.
- The headteacher took up post in September 2013.
- There were staff changes and absences between September 2013 and November 2014. Two of the three teachers joined the school in 2014 and have recently acquired qualified teacher status.
- No judgement can be made on whether the school meets the government's current floor standards because there were too few pupils in Year 6 in 2014 for these to be applicable.

### What does the school need to do to improve further?

- Further improve teaching from the Reception Year to Year 4 by ensuring that teachers use questioning consistently well to check and extend pupils' learning.
- Raise pupils' achievement by ensuring that teachers:
  - provide pupils in Key Stage 1 with more opportunities to develop their spelling, punctuation and grammar skills
  - give pupils more practice in developing their estimating skills in mathematics
  - insist that pupils set out their column additions neatly and clearly to avoid making mistakes.
- Ensure that staff other than the headteacher develop leadership skills to enable them to make a fuller contribution to checking and improving the school's work.

## Inspection judgements

### The leadership and management are good

- The headteacher leads the school exceptionally well. Together with governors, she has worked very successfully to tackle weaknesses identified at the previous inspection. Her actions have improved teaching and raised achievement, particularly in Key Stage 2. Her checks on the school's work are timely, accurate and robust. She has used this information very effectively to tackle underperformance, to identify training needs and to upskill her colleagues.
- Information about pupils' achievement is analysed closely and used effectively to hold all staff to account for pupils' attainment and progress. Staff, knowing each pupil well, use this information purposefully to direct teaching for disabled pupils and those who have special educational needs.
- The school's work in developing its preferred method of assessment, following withdrawal of National Curriculum levels, is well advanced. The headteacher has included the school's new way of recording pupils' attainment and progress in the school's tracking system for all relevant year groups.
- The school ensures that all pupils enjoy the same, equal good opportunities to succeed in lessons and in the wider aspects of school life and that no pupil suffers from discrimination. The headteacher knows where support is needed to raise the attainment of pupils, including pupils eligible for pupil premium funding, whose circumstances may make them vulnerable. She has allocated resources to accelerate pupils' progress and to improve their well-being.
- The headteacher is the sole senior leader on the teaching staff and performs all key middle leadership roles. Her colleagues have not acquired the leadership skills to enable them to share responsibility for driving improvement.
- The school's themes and topics are planned well to ensure that activities offer good breadth and provide pupils with opportunities to consolidate and extend their basic skills in other subjects. There are many strengths in the ways the school fosters pupils' spiritual, moral, social and cultural development. Pupils report that none are excluded from activities. They develop useful citizenship skills as reading buddies, mini-leaders and eco-representatives.
- The school promotes British values well. Pupils are prepared successfully for life in modern Britain. They respect different faiths and individual differences, and they challenge gender stereotypes; for example, the assumption that dance classes are only suitable for girls. They have enhanced their understanding of British heritage through studying the monarchy and election system. Pupils vote on many issues that affect their lives in school and contribute to decisions which affect the school community.
- The local authority's high-quality support for the development of teaching and school leadership has contributed very effectively to school improvement since the previous inspection.
- The questionnaires and comments received by the inspector show that parents are very satisfied with the school's work. In particular, they praise the impact the headteacher is having on improving many aspects of their children's education.
- The headteacher and governors check that current government requirements for safeguarding are fully met and that safeguarding arrangements are effective. Relevant policies and staff employment checks are up to date. The school's recent safeguarding audit records a good standard of compliance with regulations. Records show that staff receive regular training on safety issues, including child protection.
- Leaders have spent the primary sport funding appropriately; for example, to train staff to provide pupils with new experiences such as dance, yoga and archery. Money has also been used to fund transport costs to enable pupils to compete against schools outside the village and to build a wider range of useful links with the secondary school to which pupils transfer at the end of Year 6.

### ■ The governance of the school:

- Recognising that its work was ineffective at the time of the previous inspection, the governing body moved swiftly to develop its capacity to hold staff to account for the quality of pupils' education. Well-considered appointments were made to widen its range of expertise. Governors' self-evaluation audits, supplemented by an external review of governance, alerted them to their responsibilities for monitoring the school's work.
- Governors have thought hard about how they could support the new headteacher effectively and have spent funds purposefully to upgrade the school's facilities and educational resources. When they make decisions on spending priorities, governors take full account of the needs of vulnerable groups, including pupils eligible for the pupil premium.
- Governors understand clearly how well pupils in all year groups are currently achieving. They know how well Year 2 and Year 6 pupils performed in 2014 compared to other pupils nationally and identify factors accurately which helped or hindered their achievement. They have recently reorganised their duties to enable individual governors to check how well staff are tackling key priorities, including those relating to pupils' achievement.
- Governors have assisted the headteacher appropriately in dealing with underperformance in teaching. They have taken part in learning walks and know where the main strengths in teaching lie. They make sure that salary increases for staff, including for the headteacher, are merited by pupils' progress.

## The behaviour and safety of pupils are good

### Behaviour

- The behaviour of pupils is good. Pupils in the Reception Year and in Key Stage 1 are happy and secure. They quickly form trusting relationships with adults, who engage well with them in lessons and during play. Staff ensure that pupils eat their lunch at mixed-age dinner tables for the entire school year. In this way, the younger pupils learn to follow the examples of good behaviour set by their older peers. They develop the confidence to socialise freely with them and to lead assemblies; for example, on the theme of perseverance.
- Pupils' behaviour in lessons and around school is good. On a few occasions, it flags a little, when teachers' questioning is not sharp enough to engage pupils fully. In Years 5 and 6, behaviour is outstanding. Pupils achieve well, because they enjoy the subjects that they study. Older pupils are especially keen to work hard. They focus exceptionally well on the tasks they are given and learn very effectively when working unaided; for example, during guided reading lessons. Pupils respect staff and follow their guidance. This means that learning proceeds smoothly and that tasks are completed on time.
- Pupils take pride in their work, and pupils in Years 5 and 6 show by their response to the teachers' marking that they are keen to do even better. They are articulate and give well-balanced points of view. They know that their opinions are valued by staff. In turn, they report that they are highly appreciative of the recent, major improvements in resources and equipment which have made their life at school more enjoyable.
- Incidents of serious misbehaviour are extremely rare. There have been no exclusions for some years and no recorded instances of any use of discriminatory language. Teachers' records show that, over time, there have been very few occasions when pupils have acted unkindly towards their classmates. Rates of attendance are consistently high.

### Safety

- The school's work to keep pupils safe and secure is good. Pupils are well cared for. Staff provide pupils with a variety of activities and educational resources which enable them to spend break times and dinner times enjoyably and safely on the playground or in the adjoining field. The recent addition of an enclosed multi-use games area has enhanced safety for pupils who are not on the rota for ball games.
- Staff provide pupils with detailed information to minimise the risk of them being bullied through social media. Pupils appointed as anti-bullying ambassadors have devised their own anti-bullying charter and conduct occasional 'surgeries' with younger pupils to explore bullying topics and offer helpful advice.

- Pupils are especially knowledgeable about potential risks to their well-being through studying the work of 'Childline'. They report that staff rehearse safety precautions for their participation in trips and residential visits thoroughly with them so that they fully understand their responsibilities to themselves and each other.
- Staff observe pupils carefully to ensure that they stay safe during work and play. They adapt their techniques for managing behaviour expertly to suit the particular needs of individual pupils. Parents report, and case files show, that the school 'goes the extra mile' to support the academic progress and social development of pupils who need additional help to succeed in school.

### **The quality of teaching** is good

- Improvements in teaching have ensured that pupils are achieving well in all key stages, and especially well in Years 5 and 6.
- Teachers in the Reception Year to Year 4 often use resources from the outdoors, such as plants, leaves and grasses, to stimulate younger pupils' curiosity and to provide a focus for their learning. They make expert use of their skilled teaching assistants to plan tasks for pupils and to direct support for pupils who need extra help to complete their work successfully.
- Teachers often pose questions skilfully. However, they do not do this consistently well to probe and extend pupils' thinking. Consequently, there are sometimes a few lulls in lessons when teachers do not focus pupils' learning sharply on what they need to learn next.
- Outstanding teaching in Years 5 and 6 enables these pupils to grasp new ideas quickly. The teacher checks pupils' understanding very effectively to ensure that all pupils keep up. In briskly paced lessons, pupils are given ample opportunities to explore new knowledge in different contexts, such as the difference between capacity and volume. The teacher's skilful guidance helps the most-able pupils to think flexibly and to make sensible conclusions when they work out solutions to questions.
- Reading skills are taught well. New, exciting texts have encouraged pupils to read more regularly. Parents communicate their children's preferences and achievements in reading to staff. Teachers use this information well to keep a close check on pupils' progress and to move them on quickly to more-challenging texts. This enables pupils, over time, to acquire a wide knowledge of different types of fictional, instructional and informative reading material.
- Writing skills are mostly taught well. This enables pupils, as they move through Key Stage 2, to present their work neatly, to sequence their ideas logically, and to form and join letters properly. Teachers in Years 3 to 6 use marking very effectively to help pupils reflect on technical aspects of writing, such as spelling and punctuation. Pupils' careful response to this guidance helps them to improve their work. This consistent approach is less evident in Key Stage 1. Staff in these year groups have placed more emphasis on extending pupils' range of vocabulary and have devoted less attention to securing high standards of spelling, punctuation and grammar.
- Good teaching of basic mathematical skills enables pupils to acquire a secure understanding of calculation methods, mathematical vocabulary and the properties of different shapes. Staff have adapted teaching to ensure that pupils in all year groups have regular 'times table' practice and opportunities to apply their knowledge in problem-solving and investigative tasks. Fundraising initiatives, such as cooking and selling pizzas, run as a mini-enterprise, provide pupils with interesting, new ways to practise their numeracy skills. Not enough opportunities are taken, however, to develop pupils' estimating skills in lessons. Consequently, pupils do not always realise that they have made a mistake in their final totals of multiplication sums.

**The achievement of pupils is good**

- Standards in Year 6 were above average in 2014. Attainment in reading, writing and mathematics has risen markedly since the previous inspection. Boys and girls achieve equally well. There are a few variations in attainment and rates of progress because the number of pupils is small and pupils who need extra help with their learning are not evenly spread across all year groups.
- Results in the Year 1 screening check for phonics (the sounds that letters make) have been broadly average in the last two years. Less-able pupils in Year 2 read accurately, fluently and confidently. They are able to interpret the meanings of individual words and narratives, and draw useful comparisons with the stories which they read for pleasure at home.
- In 2014, there were too few disadvantaged pupils in Year 6 to compare their attainment with others in the school or nationally without risk of identifying individual pupils. Across the school, disadvantaged pupils make the same good progress as their classmates.
- Disabled pupils and those who have special educational needs make good progress. Staff know them exceptionally well and provide expert individual support to ensure that they meet the targets specified in their individual education plans.
- Overall, the most-able pupils achieve well. They rise well to the challenges provided by outstanding teaching in Years 5 and 6. Able younger pupils in this mixed-age class thrive on the opportunities the teacher gives them to do harder work. The most-able pupils in the younger age groups do not do quite as well because staff do not always speed their progress by challenging them to think hard.
- In 2014, the achievement of pupils in Key Stage 1 required improvement. Current Year 2 pupils are working at nationally expected levels and have made good progress from their below-average starting points, but this is more marked in reading and mathematics than in writing. In Key Stage 2, pupils' progress accelerates and most pupils are working at the higher levels. They benefit from an increasing range of ways in other subjects and special events to practise and extend their basic skills.
- Most pupils develop their speaking and thinking skills well from an early age. Over time, they make particularly good progress in reading. Pupils have confidence in their reading skills and read extensively and regularly with the support of their parents. Key Stage 1 pupils write interesting accounts, but the quality of their work is sometimes hampered by faulty spelling, punctuation and grammar. Older pupils choose the most challenging methods to carry out their written calculations. However, they sometimes make avoidable errors by not setting out their addition columns neatly or with enough care.

**The early years provision is good**

- As a group, the knowledge and skills of children when they join the Reception Year are usually broadly typical for their age in all areas of learning, but, because of small numbers, there is sometimes considerable variation in individual abilities. All children make good progress and are well prepared to meet the challenges of Year 1 work. In 2014, there were no boys in the Reception class and all the girls achieved a good level of development.
- Children settle well in the early years. They behave well and form close relationships with each other. They understand and accept the daily routines. They are happy and feel safe. Staff ensure that the inside and outdoor areas are secure. Staff know children's personalities well and adapt their methods accordingly to guide their behaviour and to ensure their safety.
- Teaching is good because all staff have clearly defined roles and perform them well. Staff usually question children very effectively, taking opportunities to extend children's vocabulary and understanding of number. They plan a good range of practical activities, especially indoors, that foster children's enthusiasm for learning. They use topics expertly, such as the 'potting shed', to develop children's knowledge and appreciation of the natural world and their handling skills. They use computer software programs skilfully to develop children's reasoning and problem-solving skills.

- Staff check children’s progress regularly and use the records of their observations carefully to adjust their teaching plans.
  
- The headteacher has overseen improvements in teaching in the early years. She leads and manages the setting well.

## 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

|                                |            |
|--------------------------------|------------|
| <b>Unique reference number</b> | 112802     |
| <b>Local authority</b>         | Derbyshire |
| <b>Inspection number</b>       | 462017     |

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

|  |                                     |
|--|-------------------------------------|
| <b>Type of school</b>                      | Primary                             |
| <b>School category</b>                     | Voluntary controlled                |
| <b>Age range of pupils</b>                 | 4–11                                |
| <b>Gender of pupils</b>                    | Mixed                               |
| <b>Number of pupils on the school roll</b> | 37                                  |
| <b>Appropriate authority</b>               | The governing body                  |
| <b>Chair</b>                               | Leon Hart                           |
| <b>Headteacher</b>                         | Nicola Foulds                       |
| <b>Date of previous school inspection</b>  | 18 June 2013                        |
| <b>Telephone number</b>                    | 01335 370292                        |
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