



Bradshaw Hall Primary School

Inspection Report

Unique Reference Number 131554
Local Authority Stockport
Inspection number 293780
Inspection dates 30–31 January 2007
Reporting inspector Arthur Markham

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

Type of school	Primary	School address	Vernon Close
School category	Community		Cheadle Hulme, Cheadle
Age range of pupils	3–11		Cheshire SK8 6AN
Gender of pupils	Mixed	Telephone number	0161 2827858
Number on roll (school)	317	Fax number	0161 7187224
Appropriate authority	The governing body	Chair	Mr J White
		Headteacher	Mrs J Lowe
Date of previous school inspection	5 February 2001		

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This larger than average school serves a mixed residential area. The proportion of pupils claiming free school meals is smaller than in most schools. Nearly a quarter of the pupils are from minority ethnic backgrounds, but few are at an early stage of learning English. The school provides specialist teaching for pupils with speech and language difficulties and currently has 14 pupils in this category. The overall proportion of pupils with learning difficulties and/or disabilities is similar to that found in most schools. Pupil mobility is above average in some year groups. The school has the Healthy School Award and Investors in People and has achieved NAACE accreditation for information and communication technology (ICT).

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school with some outstanding features. Pupils really enjoy their education and become enthusiastic learners because staff work hard to develop their self-esteem and confidence. Parents rate the school highly and find the headteacher and staff very approachable. Statements such as 'Bradshaw Hall is a very good and well managed school' and 'Staff always put the children first' typify the views of many parents. Excellent links with the community and other partners ensure that pupils are cared for extremely well and learning is very successfully promoted. Parents value greatly the high level of pastoral care and the clear academic guidance pupils are given to help them improve their work. Pupils' personal development is outstanding and a very positive factor in the good progress they make in their learning. They show increasing maturity as they go through the school and their behaviour is excellent. They are enthusiastic in lessons, and have very good attitudes to learning. The staff successfully create a warm and welcoming environment in which pupils are happy and know how to stay safe and healthy. Pupils are very involved in school life and make a very positive contribution to their own community and the wider community. The good progress they make in acquiring basic skills and their excellent personal skills set them up well for the future.

Good teaching and the provision of a rich and exciting curriculum motivate pupils to learn. The skilful linking of subjects and the effective use of ICT make learning relevant and fun, with the result that pupils really enjoy lessons and achieve well. Since the last inspection, the leadership and management of the Foundation Stage have improved and are now good. Well planned provision results in children making good progress, most reaching the standards expected by the end of the Reception year. Throughout Years 1 to 6 pupils work hard and continue to make good progress to reach standards that are above those expected nationally by the end of Year 6. In relation to their average attainment on entry to the school, this represents good achievement for most pupils. However, standards in writing and science are not as high as standards in mathematics. This is mainly because the more able pupils are not always challenged enough by the work they are set in English and insufficient attention is given to investigation and experimentation in science. Action is being taken to remedy this but the impact is yet to be seen in higher standards.

Outstanding leadership and management are key factors in the success of the school. Recent changes to the school's intake of pupils, due to the closure of a nearby school and subsequent building work, together with the addition of a speech and language centre, have been managed extremely well. There is a strong team approach in the school with a clear focus on improving the quality of education and standards. Staff enthusiastically carry out their responsibilities and appreciate the strong leadership and direction provided by the headteacher. Very effective partnerships with outside organisations enrich the work of the school and widen pupils' experiences. Curriculum innovation is actively encouraged and this is helping to provide pupils with a well rounded education. Very effective school self-evaluation procedures accurately identify areas requiring development. Governors are very involved and fulfil their responsibilities

extremely well. They have a good awareness of the school's work and provide strong support and challenge. Financial management is well organised and effective so that the school provides good value for money. There has been very good improvement since the last inspection and the school has a strong capacity for further improvement.

What the school should do to improve further

- Raise the levels of challenge for the more able pupils in writing.
- Improve pupils' skills in investigation and experimentation in science.

Achievement and standards

Grade: 2

Achievement is good for all groups of pupils. Children enter Nursery with skills that are broadly average. They make a good start to their education in the Foundation Stage because close attention is given to providing a balance of teacher-directed and independent activities. In Years 1 to 6, effective teaching and a rich and stimulating curriculum engage pupils, who consequently make good progress throughout the school. By the end of Year 6, standards are above average, particularly in mathematics.

Personal development and well-being

Grade: 1

Pupils really enjoy school, as indicated by the above average attendance. They say it is a happy, friendly place where staff help them and make lessons interesting and fun. The strong emphasis placed in the Foundation Stage on personal development means that from an early age pupils are self-reliant while at the same time well aware of how to share a worry. Pupils make generous contributions to a range of charities and take on responsibilities enthusiastically, showing a very caring approach towards others in their roles as buddies and play leaders. Members of the school council are proud to be chosen to represent their peers and are pleased that their views are taken into account. Pupils' spiritual, moral, social and cultural development is outstanding. Their strong knowledge and appreciation of other cultures is particularly well promoted through the arts. They clearly know right from wrong and have an excellent sense of how to live healthily and act safely. Their very positive attitudes to learning and good basic skills prepare them well for the next stage in their schooling.

Quality of provision

Teaching and learning

Grade: 2

Pupils achieve well because the quality of teaching and learning is good. Teachers' very caring relationships with pupils generate exceptionally positive attitudes to learning. Their strong subject knowledge, conscientious planning and sensitive

questioning ensure that pupils clearly understand tasks. Good class management and stimulating environments contribute to pupils' enjoyment of learning. Lessons generally move at a good pace and pupils work hard because they enjoy the interesting range of activities. Outstanding lessons are marked by very lively and stimulating teaching that challenges pupils to do their best. Less successful lessons result when the pace is too slow and tasks fail to enthuse and suitably challenge pupils. Teachers mark pupils' work very carefully and pupils respond well to the useful comments that make clear how they can improve their work. Learning support staff are deployed well. They enable those pupils with additional learning needs and the few learning English as an additional language to make good progress.

Curriculum and other activities

Grade: 1

The outstanding curriculum presents a rich range of learning experiences to pupils and is a major factor in their good progress. Provision for children in the Foundation Stage is good with all areas of learning covered well. Throughout the school close attention is given to the development of basic skills and the use of ICT. Learning is also developed very well by a strong focus on creativity and the linking of subjects. Educational visits, a wealth of visitors and annual residential trips for Years 4 and 6 really bring learning to life for the pupils and develop their skills through a very wide range of different experiences. Pupils and parents say how much they all enjoy special themed days such as the Victorian Day which the school holds as a part of the curriculum's topics. The high emphasis given to personal, social, and health education and citizenship is reflected in pupils' outstanding personal development.

Care, guidance and support

Grade: 1

Care, guidance and support are outstanding. Pupils appreciate the high level of care provided by all staff. Typical comments from pupils include 'Teachers help you to learn and grow' and 'They explain things you don't understand and don't mind how often they have to do it'. Very careful attention is paid to all health and safety issues, and child protection procedures are in place and reviewed regularly. Personal development is monitored particularly well and good quality academic support and guidance gives pupils a strong awareness of where and how they need to improve. Parents are well informed of their children's progress and appreciate the way that they are fully involved by the school in their children's education. Therapists, specialist teachers and bilingual staff work very closely and effectively with staff to ensure that pupils from the speech and language centre, those with special learning needs and the few learning English as an additional language are supported well.

Leadership and management

Grade: 1

The strong leadership of the headteacher, very effectively supported by the deputy headteacher and senior staff, is a major factor in the success of the school. Subject coordinators carry out their management responsibilities enthusiastically and share the headteacher's determination to further raise standards. Monitoring and self-evaluation are well organised, so that the school's view of its performance is very accurate. The progress made by pupils is closely monitored and information is used to plan intervention for any who underachieve. Performance management is used well and is closely linked to priorities in the improvement plan in order to support the raising of standards. Governors fulfil their responsibilities extremely well. They are very involved in the life of the school and make a strong contribution to moving the school forward. The resultant strong team approach ensures that the school is continually striving to improve. The school works closely with parents, who are very positive about what the school provides.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

As you know, three inspectors recently visited your school to find out how well you are learning. Thank you for being so friendly and talking to us. We very much enjoyed being in your school and listening to what you had to say. We decided that Bradshaw Hall Primary is a good school. We particularly liked the way staff take extremely good care of you and work hard to make learning exciting. This was very clear to us because many of you told us how much you enjoy school. The headteacher and staff are always trying to improve the school so that you continue to do very well in your learning. We were impressed at the way older pupils take care of younger ones and the involvement of the school council in the life of the school. But most of all we liked the way you work hard for your teachers and behave so brilliantly in lessons and around the school. This is very important and is the main reason you achieve so well.

We have told the headteacher and staff that there are two things they should do to make the school even better. We have asked them to make sure that some of you are set more challenging writing tasks in English and that you are given more opportunities to develop your ability to investigate and carry out experiments in science, so that you reach even higher standards in those subjects.

Thank you for helping us so much with the inspection of your school. We hope that you will continue to work hard and help the teachers so that Bradshaw Hall Primary becomes an even better school.