

Bradley CofE Primary School

Inspection report

Unique Reference Number	112802
Local Authority	DERBYSHIRE LA
Inspection number	311011
Inspection date	5 March 2008
Reporting inspector	Gill Broadbent

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 on roll	
School	47
Appropriate authority	The governing body
Chair	Mr S Waterhouse
Headteacher	Ms J Powell
Date of previous school inspection	10 March 2003
School address	Yew Tree Lane Bradley Ashbourne Derbyshire DE6 1PG
Telephone number	01335 370292
Fax number	01335 370292

Age group	4-11
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Introduction

The inspection was carried out by one Additional Inspector in one day. The inspector evaluated the overall effectiveness of the school and investigated the following issues: the use of assessment information to ensure all pupils do as well as they can, especially in writing; the effectiveness of monitoring the quality of teaching and learning; and how well all staff and governors contribute to school improvement. Evidence was gathered from observations of pupils at work and play, discussion with staff, governors and pupils, scrutiny of documentation, analysis of pupils' writing and parents' views. Other aspects of the school's work were not investigated in detail but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation form, were not justified and these have been included where appropriate in this report.

Description of the school

This very small school serves a rural village and surrounding area. It has two classes, one for Reception, plus Years 1 and 2 and the other for Years 3 to 6. Between four and nine pupils are in each year. An average proportion of pupils has learning difficulties and/or disabilities but with wide variations in each year group. The proportion for pupils entitled to free school meals is below average. There are no pupils from minority ethnic backgrounds. Attainment on entry varies considerably from year to year.

The school has gained Anti-bullying, Eco School, Healthy Schools, Activemark (gold), Arts Mark (gold) awards and the local authority's Music Partnership Quality Mark.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This outstanding school is valued highly and supported exceptionally well by everyone connected with it. Pupils' achievement is exceptional because the headteacher and staff work very well together to ensure that the quality of teaching is consistently high and at times it is inspirational. The curriculum is broad, exciting and enriched by numerous activities, residential visits and visitors to school. Pupils love and enjoy learning, as shown in their excellent attitudes, attendance and behaviour. These contribute extremely well to their academic success in a wide range of subjects and to their excellent personal development.

Standards vary significantly from year to year because the children have different starting points and needs. The year groups are very small so that national comparisons with other schools are unreliable. Children get off to a good start in their Reception Year. They usually reach the expected standards for their age although more able pupils exceed them. This good start is built on consistently well throughout Years 1 to 6. Pupils' progress is checked carefully as teachers make frequent, accurate assessments and identify any pupils who are at risk of not making sufficient progress. Staff intervene swiftly to provide support and, if necessary, work very well with other agencies, such as medical staff and a university department, so that the right support is provided for each pupil. Consequently, pupils do as well as they can from their starting points. Pupils' attainment is usually above average and sometimes exceptionally high. The improved, and effective use of assessment has sustained high standards in science and is leading to higher standards in writing. By the end of Years 2 and 6, pupils often reach and many exceed the standards expected for their age in national assessments and tests. Pupils who are more able, talented or gifted do extremely well and reach exceptionally high standards in English, mathematics and science. Standards are also well above those expected in information and communication technology (ICT), art, music and sport. These all contribute to pupils' outstanding achievement.

At the heart of the very effective teaching rest very good relationships and mutual respect between pupils and staff. Staff know their pupils extremely well and are highly skilled at helping them to learn successfully. In lessons, they make the most of every second, for example, pupils in Reception and Years 1 and 2 practise counting in Spanish to complete registers swiftly. Teaching in mixed age classes is strong and work is provided at the right levels to challenge pupils of different abilities. This is because staff check, record and track each pupil's levels of work to make sure they meet their challenging individual targets in reading, writing and mathematics. Teachers also use their specific strengths in English, mathematics and ICT so that pupils have access to some exceptional teaching in these subjects. The excellent curriculum is very broad and helps pupils to learn very effectively. Pupils use their basic skills in English, mathematics, science and ICT in topics that incorporate other subjects, as in the themed arts or science weeks. These add considerably to pupils' enjoyment and success in learning. Provision for music, art and sports is exceptional and enriched by opportunities to swim, to play a range of musical instruments, take part in sporting competitions and after-school clubs. The school is working towards an ICT award, in addition to the many awards already gained.

The school provides excellent care, guidance and support for pupils. These are strengthened by its religious ethos, and reflected in pupils' outstanding personal and spiritual, moral, social and cultural development. Pupils become mature, sensible young people. They fulfil their jobs as playground 'guardian angels' and school council members very well, and contribute much to the life of the school. They know how to keep themselves safe through lessons in drugs

education and road safety. Procedures for health and safety, risk assessments and child protection are secure. Pupils eat sensibly and take part in lots of sports and physical activity because they understand how to keep themselves healthy. They are well prepared for their future lives as they work in teams, develop excellent social skills and make very good progress in their learning. Pupils respect the views of people with different customs and cultural backgrounds. They learn to speak Spanish and have links with a Spanish school. They are very well prepared for life in multicultural Britain. Pupils who have learning difficulties and/or disabilities or behavioural problems have excellent support and guidance which help them to achieve as well as other pupils.

The headteacher's excellent leadership and management provide very clear direction for school improvement. Governance is good. Although several governors are new, they have identified the need to check the work of the school and are beginning to do so effectively. The school seeks and acts upon the views of parents and pupils and, for example, communication about school events has improved with text messaging on request. In this small school everyone contributes to an accurate diagnosis of the school's strengths and areas to improve. They work together exceptionally well to bring about sustained improvement. Significant developments since the last inspection, as in the improved tracking of pupils' progress, have brought the continued rise in standards in science and, more recently, in writing. The school has an excellent capacity to improve further.

Effectiveness of the Foundation Stage

Grade: 2

Since the last inspection the school has significantly improved the accommodation for Foundation Stage children with an additional classroom. The headteacher and staff have worked together to ensure provision and teaching are good. Children settle quickly in the climate of good, warm relationships. They enjoy the activities provided, which cover all areas of learning. The children love the creative area and take great delight in pretending they are cold and living in an 'igloo'. Staff make frequent and accurate assessments of children's skills, using the information gained to plan the next steps in learning. By the time children are in Year 1 they have made good progress and usually reach the levels expected for their age while the more able exceed them. The school knows that further work is needed to provide more high quality opportunities for independent learning to enhance this aspect of the children's development.

What the school should do to improve further

- Provide more high quality opportunities to develop children's independent learning in the Foundation Stage.

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Annex A

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?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	1

Achievement and standards

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

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 extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	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?	1
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.

Annex A

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 leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

6 March 2008

Dear Pupils

Inspection of Bradley CofE Primary School, Bradley, Ashbourne, DE6 1PG

Thank you for making me so welcome when I visited your school recently. This letter is to tell you some of the important things I found out about your school.

Your school is outstanding and provides you with an excellent preparation for your futures. I am not surprised that on a scale of 1 to 10 you said you would give your school 100! You are right to appreciate the high quality education you receive. No matter what your starting points or needs, the school gives you excellent help, support and guidance to do your best. You usually reach the normal levels for your age, and often reach the higher levels. You make outstanding contributions to your own learning and the life of the school. Your attendance and behaviour are excellent so that you make the most of all the many activities and visits provided. All of the adults work together extremely hard to decide how they can make your school even better. They get it just right! Since the last inspection, they have made sure standards have really improved in science, as they are now doing in writing. Younger pupils have their own classroom, which gives them more space. In the Reception Year, staff have improved how the activities are planned and taught so that everything in the Foundation Stage is good. All the adults want your school to be even better. They have agreed to provide more activities to help children in the Reception Year to do things for themselves. You can help too by continuing to be kind and considerate to younger children in the playground.

I hope you continue to enjoy so much being at school and learning.

Yours sincerely

Mrs Gill Broadbent

(Lead inspector)