

Bradley Green Community Primary School

Bradley Green Road, Newton, Hyde, Cheshire, SK14 4NA

Inspection dates 17–18 December 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress throughout the school. The skills of children starting in the Nursery are less well developed than is usual for that age. This year, pupils leaving Year 6 were, overall, two terms ahead of what is normal for 11-year-olds.
- In 2013, Year 6 pupils had particularly high standards in mathematics. Pupils make good headway with reading. Pupils of all abilities and backgrounds do well.
- Teaching has been effective over time. During the inspection, no inadequate teaching was seen, the great majority was good and occasionally teaching was outstanding.
- Pupils behave well and know how to keep themselves safe. In lessons they are generally attentive and make good efforts with their work. They are considerate of others and courteous to adults.
- Senior staff have a good understanding of what is going well and what requires further development. The management of subjects and particular elements of the school's work is sound. Staff are well-managed and are very committed to the success of the school and its pupils.
- Although some governors are new to their positions, they are well-informed and very diligent in carrying out their responsibilities.

It is not yet an outstanding school because

- Occasionally, teachers do not make the best use of time in lessons or activities are not pitched at quite the right level for pupils.
- Teachers' checks on the standards pupils have reached are not always reliable. This limits the accuracy with which further learning can be planned.
- Some aspects of pupils' writing are not as well developed as they could be. Some have immature handwriting. Spelling and punctuation do not always have sufficient attention. Pupils rarely revise pieces of writing in the light of teachers' guidance in order to improve phrasing and style.

Information about this inspection

- Inspectors observed 15 lessons, and all teachers were seen. Two lessons had shared observations with the headteacher. In addition, a few short sessions were observed.
- Meetings were held with three members of the governing body and with a representative of the local authority. Inspectors also held meetings with senior and middle leaders and a group of pupils.
- Inspectors observed the school’s work and looked at a number of documents. These included pupils’ work in the current year, the school’s recent and previous national assessment results, information on pupils’ progress, the school’s evaluation of its own performance and improvement plans. Records on provision for those pupils who need additional support, safeguarding procedures, behaviour and attendance were also examined.
- Inspectors took account of 29 responses to the on-line questionnaire (Parent View). There were 20 questionnaires completed by staff.

Inspection team

Jim Bennetts, Lead inspector

Additional Inspector

Rosemary Batty

Additional Inspector

Full report

Information about this school

- This is an average-sized primary school.
- The great majority of pupils are of White British heritage. None are learning English as an additional language.
- The proportion of pupils who are eligible for the pupil premium (additional funding allocated for pupils in the care of the local authority, known to be eligible for free school meals or whose parents are in the armed services) is above average, and increasing.
- The proportion of pupils whose learning needs are supported at the level known as school action is below average.
- The proportion of pupils supported at school action plus, or with a statement of special educational needs, is slightly below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Raise the quality of teaching from good to outstanding by:
 - improving the reliability of teachers' assessments, through the sharpening of their skills in judging pupils' attainment, in order to identify what pupils are learning effectively and what needs further attention
 - helping teachers to identify ways in which their classroom practice can be more effective, through better use of time or more appropriate expectations of pupils.
- Improve achievement in writing by:
 - ensuring that pupils develop handwriting with a fluent cursive script at as early a stage as possible
 - giving more attention in marking to the basic skills of spelling, punctuation and the way sentences are phrased
 - providing frequent opportunities for pupils to improve pieces of their work in the light of guidance from teachers.

Inspection judgements

The achievement of pupils is good

- Children starting in the Nursery are weaker than is usually found in talking, counting and concentrating. They make effective headway in the Nursery and Reception years. In the main, they are well-placed to start more formal learning in Year 1, although some of those at present in that year group struggle to stay attentive at the end of a day.
- By the end of Year 2, pupils' standards are just a little below what is normal for that age, and much the same in reading, writing and mathematics. However, this amounts to effective progress from their starting points. They gain a secure understanding of the link between letters and the sounds that they make, so reading is generally as fluent as is normally expected for their age.
- In 2013, Year 6 results in national assessments showed that pupils had made strong progress since Year 2. Their progress, overall, was in the top third compared with national data. Progress was best in mathematics.
- Pupils were seen making rapid progress in mathematics. In Year 6, they have secure command of column methods for arithmetic and many have effective strategies for tackling sums mentally. In Year 2, pupils are establishing a proper vocabulary for talking about two- and three-dimensional shapes.
- Reading develops well. In Key Stage 2, pupils are generally confident in figuring out how to say words that are new to them. More-able pupils in Year 4 can read with aplomb and understand a wide range of vocabulary.
- Year 6 pupils did not do well in the 2013 assessment of spelling, punctuation and grammar. Throughout the school, writing is of a reasonable standard, but it could be better. Pupils are often imaginative in their use of words; for example in Year 6: '...the snowman trudges...into the wind with a crumpled face like wrinkled paper...' However, some writing is marred by problems with spelling, the use of full stops and commas, or the arrangement of words in a sentence.
- Music is a strength of the school. Pupils make good progress in technology, and their books show that they learn effectively in subjects such as science, history and geography.
- Pupils known to be eligible for free school meals and others eligible for the pupil premium, some of whom have particular learning difficulties, tend to reach lower standards than other pupils do. However, they generally do as well as similar pupils nationally. They do not always make quite as much progress as their peers in the school, but the difference is not statistically significant. Pupils who find learning difficult because of their disabilities or special educational needs usually make effective progress from their starting points. Overall, pupils of all backgrounds and abilities do well: the school provides equal opportunities for all.

The quality of teaching is good

- Teaching is good, with none inadequate, little requiring improvement and occasionally some that is outstanding. Over time, teaching has been good; it underpins the good progress that is made.
- Teachers generally pitch work at the right level to enable the pupils to learn effectively. Most lessons are planned with suitable activities, pupils are well-managed and teaching assistants are deployed to good effect. In many lessons, learning is fun and pupils work on a well-conceived variety of activities with commitment and enthusiasm. For example, a Year 5 trip to Lyme Park stimulated well-focused writing and drama relating to life in Victorian times. For most of the time in lessons, learning is efficient, with each element of the lesson having a clear purpose. Teachers are usually shrewd in sensing when an activity has gone on long enough and when it would be more productive to move on to something else.
- Pupils who need additional help, within a classroom, in small groups or individually, are generally provided with sensitive support to which they respond well.
- Pupils' progress is assessed four times a year and there are systems to check on the accuracy of

assessments. Nonetheless, some assessments are not as reliable as they should be. This leaves some uncertainty in determining whether or not individual pupils have mastered a stage in their learning, and in deciding where to set up additional help.

- In a few lessons, pace can falter or activities continue until some pupils lose interest. Teachers do not always nip in the bud any developing inattentiveness. Teaching assistants sometimes have little to do while a teacher holds forth. By and large, pupils of differing ability have suitable tasks to do and receive appropriate help. Just occasionally, brighter pupils need to be drawn out by more probing questioning and sometimes closer checks on developing work would be helpful.
- Teachers' marking of writing is generally very conscientious. However, they sometimes hesitate to draw attention to spelling errors for fear of putting off pupils' creative enthusiasm. Some pupils' handwriting remains immature. While attention is drawn to curiosities of punctuation and phrasing, pupils do not get sufficient chance to learn by re-crafting pieces of writing that have been marked.

The behaviour and safety of pupils are good

- Pupils enjoy school. They attend well and attendance is rising. They generally show plenty of interest in lessons and make good efforts with their class-work and homework. In literacy and mathematics, they know, in general terms, what they have to master next. They appreciate the additional activities that the school provides, particularly the opportunities to learn musical instruments, sporting skills and proficiency with activities such as chess. Their spiritual, moral, social and cultural development is strong.
- Pupils value the encouragement that adults provide and have confidence that any worries would be sorted out effectively by talking to an adult.
- Pupils feel safe and well cared for. They say that there is no bullying of any kind and have a mature sense of the kind of situations that would amount to bullying. They say that everyone gets on well with one another. Parents concur.
- About the school, pupils are well-mannered and considerate of one another and adults. At a celebration assembly and the Christmas church service, they had a strong sense of occasion. They take a pride in themselves and their school. Older pupils speak highly of their time at Bradley Green and look forward with assurance to their move to secondary school.

The leadership and management are good

- The school is led and managed well by the headteacher and the deputy head. They have an accurate picture of what is going well and the development plan identifies the elements of the school's work that need further development. These include pupils' writing and the precision of assessment. Senior staff are untiringly ambitious for the continuing betterment of the school.
- Literacy is led and managed by the deputy head; there are middle-leaders for mathematics and the provision in Nursery and Reception. These leadership functions are carried out efficiently, ensuring pupils' generally good progress, although leaders are aware that there is scope for improvement in teachers' work in these areas.
- Senior staff observe lessons regularly and set objectives for teachers. Written notes show that this is done rigorously, with teachers' attention drawn to pertinent features of their work that could be refined. The school recognises that there is room for further professional development. Pay progression is properly linked to the effectiveness of teachers' work.
- The curriculum gives fitting attention to pupils' personal development, with opportunities for them to reflect on right and wrong, the way other people live and the spiritual dimension of life. All pupils have opportunities to find success; there is neither bias nor favouritism.
- This good school has had appropriately low-key support from the local authority. However, local authority staff who currently link with the school know how things stand. Together with the School Improvement Partner, local authority staff provide helpful advice.

- The school is well-supported by parents; they show strong appreciation of its work.
- **The governance of the school:**
 - Although some governors are new to their position, they are keenly aware of their responsibilities and strive to discharge them scrupulously. They are well-informed about standards and progress in the school and look into issues that arise. The budget is allocated with acumen and checks are made on the effectiveness of spending, for instance of pupil premium monies. Plans are being considered for staff training from the recently received sports funding. Governors ensure that staff pay is properly linked to the quality of work done. Governors ensure that safeguarding and other essential procedures meet requirements.

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	106197
Local authority	Tameside
Inspection number	430526

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	208
Appropriate authority	The governing body
Chair	Paul Morton
Headteacher	Jane Matthews
Date of previous school inspection	16 January 2012
Telephone number	0161 368 2166
Fax number	0161 366 9882
Email address	head@bradleygreen.tameside.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

