

# Bradshaw Community Primary School

Bradshaw Lane, Grappenhall, Warrington, Cheshire, WA4 2QN

**Inspection dates** 26–27 November 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	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.

- Pupils make consistently good progress throughout the school. As a result, standards by the end of Year 6 are higher than the national ones in reading, writing and mathematics.
- Children in their Reception year are taught well and make good progress from their starting points.
- Teaching over time is good as the provision is well organised across the school.
- The teaching of letters and the sounds that they make is a strength and this ensures that pupils' reading development across the school is good.
- The teaching of mathematics is a strength of the school as tasks are often challenging.
- Teaching assistants support pupils who have a disability or a special need very well and this ensures that they make good and sometimes outstanding progress.
- Attendance has been in line with the national average for some time and is now on a rising trend.
- Safeguarding is outstanding as pupils are cared for exceptionally well. Pupils' behaviour is good and pupils are well mannered, polite and helpful.
- Leadership by the headteacher is effective. He ensures that pupils make good or better progress. He has gained the confidence of stakeholders, especially the parents.
- Senior leaders have raised attainment, especially at Key Stage 2, by rigorously tracking pupils' progress.
- Governors challenge leaders to ensure that pupils make good progress. This ensures that they know the strengths and weaknesses of the school.
- Spiritual, moral, social and cultural aspects of provision are a strength of the school. The school has a warm, welcoming atmosphere and staff, pupils and parents are proud of their school.

### It is not yet an outstanding school because

- Pupils' achievement in writing at Key Stage 1 is not high enough.
- Leaders' checks on pupils' work are not as effective as they could be.
- Sometimes pupils are not always given tasks that match their level of need.
- There are occasions when marking does not always help pupils improve their work and teachers do not always check on the guidance given.

## Information about this inspection

- The inspectors observed teaching and learning in many lessons. Two observations were carried out jointly with the headteacher in Years 2 and 6. Inspectors observed the teaching of phonics (letters and the sounds that they make) and listened to groups of pupils read in Years 1, 2, 4 and 6. Inspectors observed support for pupils who have special educational needs. They looked in detail at the work in pupils' books in all classes.
- Inspectors held meetings with senior and middle leaders, teachers and support staff and two groups of pupils, including the school council. Inspectors interviewed members of the governing body and spoke to a representative from the local authority.
- Inspectors looked at a wide range of documentation including: the school's summary of its evaluation of its own performance and development plan; policies and procedures for safeguarding; information about pupils' attendance and behaviour; records of the monitoring of teaching and learning; information about pupils' achievement and minutes of meetings of the governing body.
- Inspectors looked at summaries of school questionnaires sent out to parents and pupils recently. They took into account 37 responses to Parent View, the online questionnaire for parents. They also took account of 18 responses to staff questionnaires given out at the start of the inspection.

## Inspection team

Jean Tarry, Lead inspector

Additional Inspector

Peter Jones

Additional Inspector

## Full report

### Information about this school

- Bradshaw Community Primary School is smaller than the average-sized primary school.
- The very large majority of pupils are of White British heritage.
- The proportion of disadvantaged pupils and therefore supported through the pupil premium is below the national average. The pupil premium is additional government funding to support those pupils known to be eligible for free school meals and those children who are looked after by the local authority.
- The proportions of disabled pupils and those with special educational needs are lower than the national average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- The school provides a before- and after-school club for a small charge.
- There are links with pre-school provision in the local area. Early years provision is full time.

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

- Improve the quality of teaching to outstanding and so further raise pupils' achievement, particularly in writing at Key Stage 1, by:
  - ensuring that teachers consistently plan tasks to challenge the abilities of all pupils
  - ensuring that teachers consistently provide pupils with clear guidance in marking on how to improve their work and give them time to show that they can do this.
- Improve the quality of leadership and management at all levels by making sure checks on pupils' work are as effective as they can be to maximise impact on all pupils' learning.

## Inspection judgements

### The leadership and management are good

- The headteacher provides effective leadership. His ambition to constantly provide a high quality of education for all pupils is impressive. The senior leadership team shares ideas and looks for ways to improve the school's work. The school is well placed to maintain and improve on the higher standards reached at the end of Year 6 in 2014. Leaders know that pupils' progress in Key Stage 1, although already improved, is still not as fast as it is in Key Stage 2, particularly in writing, and are now attending to this effectively.
- Leaders' checks on the school's performance ensure that they have a good understanding of what is working well and what requires further attention. They do not always ensure that their checks on pupils' work and teachers' marking are as effective as they could be, however. Plans to make improvements are discussed regularly at senior leadership meetings. The checks they make on pupils' progress and in-house tracking data are effective and are helping to raise attainment and ensure equal opportunities for pupils.
- The quality of teaching is checked on frequently. Senior leaders look carefully at the plans for lessons, the lessons taught and the pupils' progress in their work. Any weaker aspects of teaching are tackled quickly with support. However, leaders have yet to ensure that teaching of writing in Key Stage 1 is as strong as it is in Key Stage 2. The management of teachers' performance through setting targets linked to pupils' performance is good and has a positive impact on pupils' learning.
- The development of pupils' spiritual, moral, social and cultural awareness through the curriculum is a strength of the school. Pupils are taught to be reflective in class, to use resilience with their writing tasks and guided reading activities, and reasoning in their work in mathematics, especially when they have to solve challenging problems. The leaders work hard to prepare pupils well for life in modern Britain.
- The primary physical education and sport funding is being used very effectively and has made an impact with staff working alongside qualified sports coaches. This has improved staff's own skills. There are sports clubs being provided and more involvement in competitions and sports festivals.
- Leaders ensure that there are very positive relationships established, particularly with parents. This is a strong aspect of the school. Equality of opportunity is promoted and leaders and managers are committed to tackling discrimination of any kind.
- The procedures and policies for safeguarding pupils are exemplary and fully in place.
- The local authority has provided effective support for the school and considers that the school requires only light-touch support.
- **The governance of the school:**
  - The governing body knows the school and uses the information about pupils' progress effectively to compare the school's performance with that of other schools locally and nationally. They do not always ask pertinent questions about the pupils' work. However, governors do provide really good support and challenge in a quest for constant school improvement and higher expectations for pupils' achievement.
  - They often know how good the quality of teaching is and are always exploring what needs to be done to improve it further. Governors know the importance of checking the performance of teachers and its link to pay progression. They are able to tackle underperformance in teaching while challenging and supporting senior leaders.
  - Governors ensure that the pupil premium is used appropriately. The governing body checks on the effectiveness of this funding in securing pupils' progress in all subjects and has made an impact on the improvements made in many areas.

### The behaviour and safety of pupils are good

#### Behaviour

- The behaviour of pupils is good. Pupils' attitudes to their work are good and this makes a positive contribution to their good progress, especially higher up the school. At times, when teaching does not fully challenge them, such as in Key Stage 1, a few pupils become restless and give less attention to their work.
- Pupils are very proud of their school. A typical comment was, 'It's a safe place. Our rules are clear to follow. We love coming to school.' The pupils know the rewards and sanctions and make informed choices about their own behaviour. The 'Good to be Green' and 'Golden Sun and Cloud' systems for classroom behaviour work really well.
- In classrooms and on the playground, pupils' behaviour is good. There is a clear behaviour policy that pupils know about and this applies on the playground as well. The older pupils develop a sense of

responsibility as they organise games for the younger pupils in the playground. The pupils are clear about what is and is not acceptable behaviour.

- The weekly 'Superstar Assemblies' and house points are used to celebrate pupils' achievements in work, attitude and behaviour every half term. Pupils are motivated well to achieve the 'Superstar Certificates' or trophies that are regularly awarded for excellent achievement throughout the year.

### Safety

- The school's work to keep pupils safe and secure is outstanding. There are many aspects of this work which are exemplary, for example, the report on safeguarding to governors. The safeguarding requirements are met fully.
- Pupils are very able at recognising the difference between bullying and falling out. They report that instances of bullying are very rare and when they do happen, they are really confident the adults will help and any issues will be resolved. Aspects such as different types of bullying are dealt with well in class through carefully planned opportunities.
- Pupils know how to ask for help. Some pupils work closely with the learning mentors and support staff. The school has a training programme for pupils to access if they find learning how to behave difficult to achieve. This work is extremely effective.
- Attendance issues are addressed very quickly. Attendance is on a rising trend. The school has impressed effectively upon all parents the importance of their children attending school regularly. The systems and processes in place for checking on attendance are impressive and therefore very effective. The pupils really do enjoy coming to school. Pupils really like receiving their special certificates every term for good attendance and there are rewards for the best class attendance.
- The before- and after-school clubs are attended very well. The school ensures that pupils get off to a good start at the beginning of the day if they attend the club. It has proved very successful with punctuality and attendance issues.

### The quality of teaching

is good

- The impact of the quality of the teaching over time is good. Some teaching is outstanding, because the activities given to pupils very clearly build on what they already know and can do. Overall, teaching meets pupils' varying needs and abilities exceptionally well on a daily basis. However, this is not always the case and sometimes when the teaching is not as strong, the tasks are not matched well to pupils' needs.
- The useful classroom displays provide good prompts to help pupils remember information and celebrate examples of pupils' good work. Pupils say they really like seeing their work on display as it makes them feel good about themselves.
- Teachers check carefully and regularly how well each pupil is learning. They question pupils effectively to find out precisely what they know and can do and, as a result, teachers are clear about what pupils need to learn next.
- In Key Stage 2, teachers' expectations of what pupils are capable of achieving are often high. For example, in a mathematics lesson, Year 6 pupils expertly work out difficult calculations involving multiplying and dividing decimal fractions. Pupils were expertly moved on as soon as they needed more challenge, ensuring rapid progress.
- Although teaching in Key Stage 1 is improving strongly, teachers' expectations are not always consistently high, especially in writing. Work sometimes lacks challenge for the most able and as a result, too few pupils reach the higher levels of attainment by Year 2. Work does not always meet the needs of the pupils, because they are not consistently motivated and engaged with all their writing tasks.
- The teaching of literacy, although good overall, is stronger in Key Stage 2 than in Key Stage 1. In literacy lessons, tasks are often well thought out so that pupils learn quickly and ensure that pupils are given good opportunities to extend their reading and writing skills. However, there are not yet enough opportunities for pupils, especially the younger ones, to make rapid improvement with their writing. Sometimes the tasks they are given are far too easy or too hard for them to make rapid progress.
- Often the teaching of mathematics is good across the school because of well-matched provision, particularly so for the most-able pupils in Year 6 who are provided with activities and challenges that stretch their mathematical skills very effectively.
- Improvements in the teaching of the linking of letters and the sounds that they make (phonics) have had a positive impact on standards in reading across the school. The reading standards at Key Stages 1 and 2 are rising and on an upward trend since the last inspection.

- The quality of marking overall is good, as it is often regular and celebratory. Sometimes teachers give helpful advice so that pupils know how well they are doing, what to do to improve their work and are given the time they need to correct their mistakes. However, this is not yet fully consistent or clear and sometimes some pupils are unsure how to improve their writing, especially in Key Stage 1.
- Teaching assistants are well trained and have the necessary skills to support pupils in English and mathematics fully. They are also kept sufficiently informed of what pupils are expected to learn and so pupils' progress is good.

### **The achievement of pupils** is good

- Pupils' attainment when they enter school is typical for their age. They make good progress and reach standards which are higher than the national average at the end of Key Stage 2 in reading, writing and mathematics.
- Learning gets off to a good start in the Reception class because of effective teaching and this good progress continues through into Key Stage 1. In previous years, by the end of Year 2, pupils have reached overall standards that are in line with the national average. However, because of improvements in teaching, standards are now improving quickly. In 2014, school data show improvement lower down the school. Even so, expectations of what pupils in Key Stage 1 are capable of achieving are still not always high enough, particularly in pupils' writing. Sometimes pupils are given tasks that are not well matched to their level of ability and therefore some pupils do not achieve their very best work.
- Standards reached in English and mathematics by the end of Key Stage 2 have improved rapidly since those reported in 2010. In Year 6 in 2014, the proportion of pupils reaching the nationally expected Level 4 overall in reading, writing and mathematics was above average. This represents good progress from their starting points. The proportion of pupils making expected progress and doing better than this compared favourably with the proportion that did so nationally in all subjects. School data, confirmed by inspection evidence, show that this improving trend is set to continue in Year 6 this year.
- In Key Stage 2, the most-able pupils achieve well. They are challenged in their learning and are well motivated to do their very best, particularly in Year 6 as teachers' expectations are so very high. Year 6 data for 2014 show that the proportion of pupils reaching Level 5 is higher than the proportion that did so in 2013. However, in 2014 too few pupils reached the higher levels of attainment by the end of Year 2 in writing, because expectations of what pupils can achieve are sometimes too low in Key Stage 1.
- In this school there are very few disadvantaged pupils and some of them join the school as late as Year 6. Because of the small number, their significance makes statistical data about their attainment unreliable from one year to the next. They achieve well, however, as a result of rigorous tracking and good teaching over time.
- Pupils who have a special educational need make good and sometimes outstanding progress because of the highly effective help that they receive from teaching assistants and the specialist support teacher.

### **The early years provision** is good

- Most children enter the early years in the Reception class with skills that are generally in line with those typically seen in children of this age. For some children, their skills are below typical starting points in writing. Children make good progress during their time in the early years because they are supported well, especially in acquiring literacy and numeracy skills. When they leave the Reception Year, a majority reach a good level of development and are well prepared for their next stage of learning.
- Teaching is well organised and provides a calm atmosphere, so children feel safe and secure. Relationships are positive and conducive to good progress for all the children. Teaching ensures that learning is enjoyable and that the activities provided generally meet children's varying needs and abilities. For example, they enjoy learning about the letters and the sounds that they make, dressing up as Cinderella in role play, and searching for dinosaurs in the outdoor area which they sort out into herbivores and carnivores. Some children were investigating mark-making in their laboratory and one boy shouted excitedly, 'We have science on our side.'
- There is a strong emphasis placed on developing children's social skills and their readiness for learning before they enter Year 1. Children clear up after themselves both inside and outside and confidently make their own decisions about what they want to play with next. They follow instructions from adults carefully and behave well.
- Good leadership and management ensure that provision in the early years is good. The staff ensure that

the partnerships with parents are strong. Parents agree that the early years provision is good.

- The school works actively to involve the pre-school settings in transition programmes. There appear to be strong relationships with these different providers.

## 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>	110989
<b>Local authority</b>	Warrington
<b>Inspection number</b>	448423

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>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	177
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Graham Bishop
<b>Headteacher</b>	Mr Chris Short
<b>Date of previous school inspection</b>	25 May 2010
<b>Telephone number</b>	01925 262906
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