



## **INCLUSIVE LEARNING FEDERATION**

### **Bradwell Village School SEF November 2023**

*"Where you can be the best version of yourself"*

#### **INTRODUCTION TO BVS**

BVS serves a mixed catchment area within Milton Keynes. Over the years, the areas surrounding the original Bradwell Village have developed to encompass the newer Bradwell Village and Heelands grid squares. Within these two estates there are pockets of deprivation as well as middle income homeowners. Consequently, our intake is composed of a wide socio-economic and multi-cultural mix.

Our children, in the main, come from two feeder schools, Priory Common School and Heelands School. In September 2023, the total number of pupils on roll were 206, this is a reduction from September 2022 (247). There are currently 37 pupils in Year 3, 60 pupils in Year 4, 51 pupils in Year 5 and 58 pupils in Year 6. The falling roll reflects the situation in a number of areas of Milton Keynes due to the development of new housing and the movement of aspirational families to these areas. Bradwell Village is an area of established housing where families have grown up and the birth rate has dropped. The school has had meetings with the Local Authority to discuss this situation and to explore solutions for the future of the education within the Bradwell area. Our PAN has been reduced from 90 to 60 for the cohort entry starting September 2023, whereas last year had a PAN of 90 in Yr 6. The number of children on the SEN register has risen since our last inspection from 15.9% to 27%, 4 of these have EHCPs. This is 13.3% above the national figure of 13.7%. We do not have any children currently classed as CLA or previously CLA. In the year 2022-2023 we had 0 children open to a Child Protection Plan. Currently we have 0. The number of families receiving help from Children and Families Practice fell from 8 in 2021-2022 to 4 in 2022-2023. We currently have 0 families receiving support from CFP and 2 on CIN.

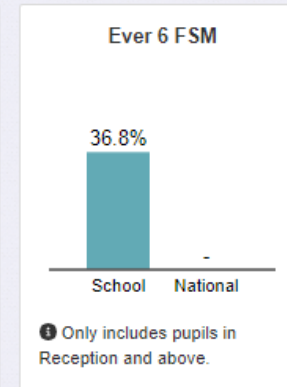
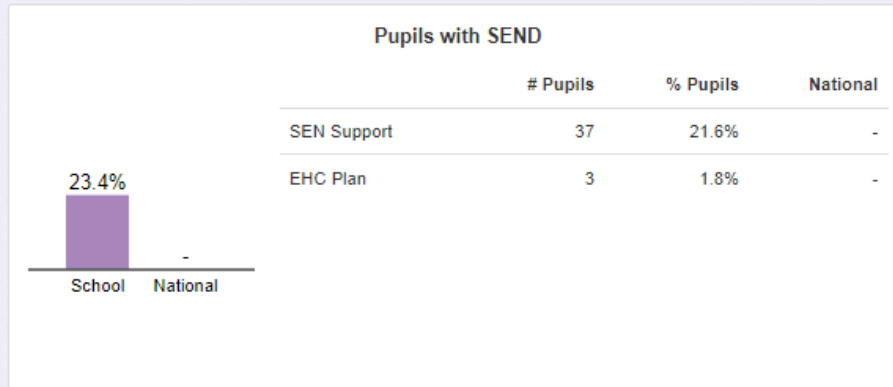
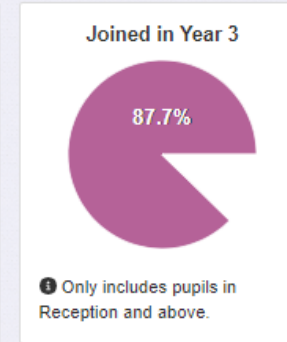
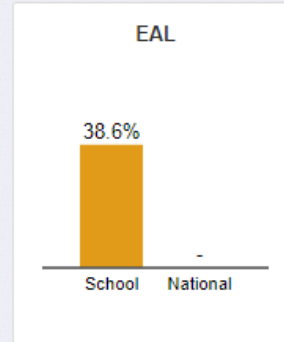
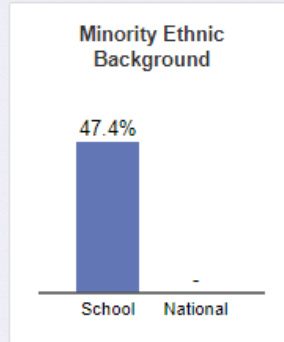
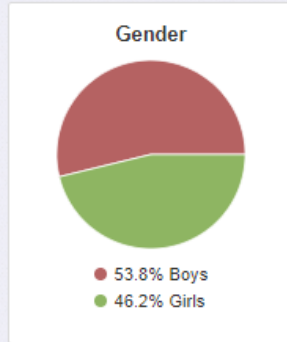
We provide a breakfast club for children in our school and both main feeder schools. After school care provision is provided by Little Robins which is situated at one of our feeder schools in Heelands. Romans Field School provides our hot and cold school lunches. The percentage of pupils accessing hot school dinners hasn't changed from last year and remains at 44%.

# SCHOOL CONTEXT

## Demographics of Bradwell Village School

2023-2024: 171 Pupils

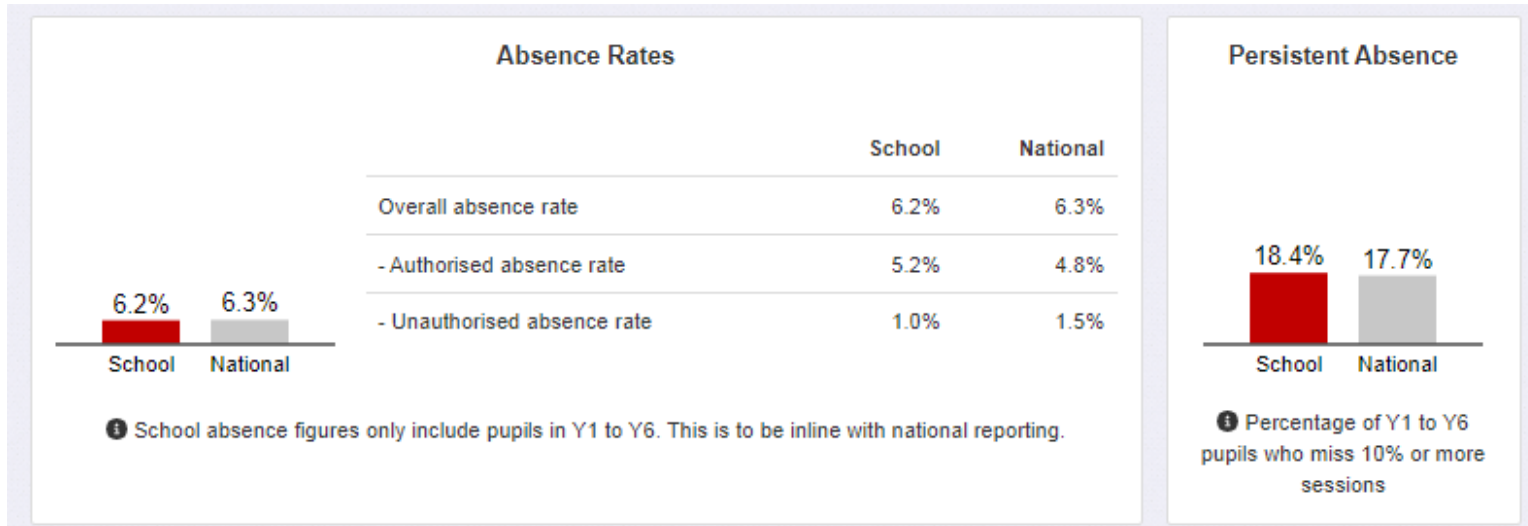
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### Year Groups

	Pupils	Boys	Girls	EAL	Summer Born	Ever 6 FSM	SEN Support	EHC Plan
Year 4	61	28	33	24	27	20	9	0
Year 5	52	29	23	25	21	18	11	1
Year 6	58	35	23	17	21	25	17	2

Abs from 2022-2023



PREVIOUS OFSTED

Most recent Ofsted grade (2023)	Good	
Key Ofsted actions from last report	<p><b>Next Steps</b></p> <p><b>Leaders and those responsible for governance should ensure that:</b></p> <ul style="list-style-type: none"><li>• teachers consistently provide all pupils with an appropriate level of challenge and stretch so that more achieve the higher standards</li><li>• they further strengthen the role and skills of the senior leadership team for a greater impact on teaching and learning across the school.</li></ul>	

Evidence: OFSTED September 2023

**Quality of education: Good**

*The school puts pupils' academic and emotional needs at the heart of everything they do.*

*The curriculum is highly ambitious for all, including pupils with SEND.*

*Pupils with SEND receive well-considered and precise help.*

**Behaviour and attitudes: Good**

*Pupils are happy and enjoy coming to school.*

*Pupils behave well and work hard.*

*They are polite and courteous.*

*The school has high expectations for pupils' attitudes towards learning and their behaviour.*

*Expectations of their (SEND pupils) behaviour are as high as for other pupils.*

*Parents are rightly confident that their children are safe and looked after well.*

**Leadership and management: Good.**

*Leaders and Governors know the school well.*

*Their determined drive is having a positive impact on pupils' education.*

*There is a strong team spirit in the school, and the staff feel supported.*

**Personal development: Good.**

*Leaders promote pupils' personal development effectively.*

*The children know about British Values and the importance of tolerance and respect for all.*

*Pupils become active citizens through embracing the leadership opportunities available to them.*

*Pupils have an age-appropriate understanding of healthy and unhealthy relationships.*

**Impact from Behaviour and Attitudes, Leadership and management, Personal Development and Quality of Education:**

- Leadership and management is good.
- The quality of education is good.
- Personal development is good and is a strength of the school.
- Behaviour and attitudes are good.
- Provision for our children with English as an Additional Language (EAL) is good.
- Relationships within the school are outstanding.
- Spiritual, moral, social and cultural (SMSC) is good.
- Our curriculum is a strength of the school and encourages parental engagement.
- Our wide ranging extra-curricular provision and broad curriculum are strengths of the school.

**Next steps:**

- To improve outcomes for pupils by securely embedding and monitoring the Foundation Subjects.
- Further improve the attendance of pupils whose absence is below 95% and to reduce the incidents of persistence absence to 10%.

**Since the last inspection when the school was graded as 'good' we have successfully:**

Bullet points of key activities

- SLT meets weekly with an extended SLT to ensure that all areas of the school are developed together, and communication is improved.
- Re structured Leadership – Leads for: Behaviour , Attendance, Upper & Lower Key Stage, CPD,LSA
- Line Management Structure is in place to support all staff and support the Performance Management of all staff.
- LSA lead post established with regular meetings and feedback
- Upper and Lower Key Stage lead posts established
- Upper Key Stage lead supported Year 5 and is supporting Yr 6 with planning, SATs and setting high expectations
- SENCO attends local SEND meetings
- SENCO worked at Priory Common and ensured smooth handover and transition
- Daily Staff briefings allow staff to get information
- Weekly Staff meetings take place to support staff in key areas and allow staff to give feedback or raise concerns
- A Mental Health Lead has been appointed and trained to provide and enable support for staff. Also on the steering group for Mental Health
- LA SIP has worked with Curriculum Subject Leads to support them in the provision of their subjects. Powerful knowledge documents used by previous SIP as a good example in the Local Authority
- Annual LA SIP Evaluating in place – graded as good in all areas
- HoS attends LA Quadrant Meetings/ Stantonbury Heads/Primary Inclusion Partnership Panel to enhance communication and provision, share good practice and to get support from colleagues outside of the School.
- Regular HoS meetings
- DSL and Deputy DSL attends LA Quadrant meetings
- Lower Key Stage Lead completed NPQSL
- Another teacher due to complete NPQSL this year
- Cross federation observations of ECTs
- Developing the attendance lead
- Curriculum Lead development across the federation
- Regular Safeguarding Training
- Governor visits for RE, PSHE, Maths, Safeguarding and Reading

## Impact:

- Staff know what is happening through improved communication
- Staff are working together in cohesive teams led by Upper and Lower Key Stage Leads
- Staff are becoming more confident in their moderating as a result of working with other schools/agencies and have a greater awareness of expectations
- Staff are networking with staff from other schools and sharing ideas
- Attendance Lead liaises with office creating an accurate picture of absences
- The result of the recent staff survey in July shows improvement in staff's perception of support – changed from negative to positive. Levels of stress and anxiety has reduced.

## Next steps:

- To securely embed roles and responsibilities of all curriculum leads



**Since the last inspection when the school was graded as 'good' we have successfully:**

## Bullet points of key activities

- Extensive development of the curriculum to individual subjects : Frameworks, Overviews, Powerful Knowledge, Policy updates, Knowledge Organisers. Learning beyond the Classroom
- High expectations for both the children and staff
- Dedicated time for all curriculum leads to monitor, moderate and enrich area
- Joint planning within each year group monitored by Key Stage Leads and curriculum leads
- Links to previous learning established and misconceptions identified
- Introduction to Rosenshines principles of learning helping to embed learning
- Insight assessment recording system is tailor made to fit our Learning Objectives and updated regularly
- New Assessments for Reading, Maths and Grammar purchased and year long gap analysis complete.
- New Whole School Reading system purchased and is used by all children. Training given to staff, assemblies to children.
- Reading closely matched to ability with home learning available
- Music lessons increased providing Rocksteady, guitar and ukelele from Sept 2023
- Vice Chair and Chair of Governors visited to monitor new reading provision and Lead made presentation to Governors initial implementation and impact
- Outside reading area finished and used by children and staff. Y6 children also reading to Y3 and 4 at playtimes.
- Phonics program in place RWI and Fresh Start
- Guided Reading focus on both reading and comprehension with EAL children having termly NALDIC assessments. These are used to identify interventions which promote learning
- Year groups/classrooms have a designated reading area.
- Assessment schedule identifies clear program of dedicated curriculum lead time, book scrutinies, enrichment mornings and assessments
- Interventions and NTP show accelerated progress
- "Friday Write" shows the progression of all childrens writing from Yr2 end of year to the end of KS2. Targets for writing are identified. Writing is moderated in year groups, across the Federation and Liaison group.
- Moderation of writing internally and externally (La and Federation)
- Chromebooks in each year group for children to access icompute scheme
- RSE clear and comprehensive. Parents have the opportunity to raise questions/cncerns
- 3 parents evenings throughout the academic year
- 2 reports to parents Spring and end of year.

- Creative weeks changed to Enrichment weeks and focuses on a different curricular area each term For 2023-2024 Autumn – Maths, Spring is DT and Summer is History
- RWI Training
- Local Author visit
- SEND CPD to all staff by qualified SENCO
- Training on Class charts, Insight, Edukey, Accelerated Reading and Safeguarding
- Training on icompute, google classroom, Mental Health (Lightbulb), INSET curriculum Ofsted
- Careers week
- Adaptive teaching planned into learning
- Brilliant Club – work with Oxford and Nottingham universities
- Introduction to Rosenshines Principles
- Increased Educational Psychologist time to work with range of children

**Impact:**

- Curriculum Leads are more responsible for the monitoring of their subject and this has impacted positively on progress.
- Children are being encouraged to read more and to read for pleasure at different times of the school day
- Insight means that all staff have a better understanding of the progress made by the children from year to year as it is tailored for our curriculum
- Children are able to talk about their feelings and emotions more and have a greater understanding of others through the use of the Jigsaw scheme
- Teachers' lessons in PSHE have more focus and therefore pupils have access to a higher quality PSHE curriculum
- Multiplication tests for Year 4 show significant progress
- KS2 SATs show an improvement in attainment in all subjects from 2022. Significant improvement in EXS+ Maths, SPAG and combined RWM. GDS Writing, Maths, SPAG and combined.
- OFSTED Parent Survey showed that 98% of parents thought their child is happy at school. 98% thought their child feels safe. 93% agreed that the school makes them aware of what their child learns during the year and 91% agreeing that the school informs them how well their child is doing.

Data

	2019 Pre Pandemic National EXS+	2019 Pre Pandemic National GDS	Average Pre Pandemic scaled scores	2022 National EXS+	2022 National GDS	2022 Average scaled scores	2022 BVS EXS+	2022 BVS GDS	Average scaled scores	National Provisional Data 2023	2023 BVS EXS+	2023 BVS GDS	Average scaled scores	2023 BVS EXS+ adjusted	2023 BVS GDS adjusted	Average scaled scores
Reading	73	27	104	74	No data	105	57	14	101	73	66	15	103	68	15	103
Writing	78	20		69	No data		66	7		71	72	15		75	15	
Maths	79	27	105	71	No data	104	49	10	101	73	83	23	105	84	24	105
SPAG	78	36	106	72	No data	105	55	20	103	72	76	32	105	79	33	106
Combined RWM	65	11		59	No data		36	3		59	60	9		63	10	

- **BVS – to be adjusted in Sept during Tables Checking exercise to remove 3 children from data due to arrival during Yr6 from a non-English speaking education system.**

MTC

	<u>BVS 2023</u>	<u>National *</u>	<u>BVS 2022</u>	<u>National</u>
Full Marks	61%	31%	39%	27%
23 or more	85%		63%	
Average score	23.5	20.4	21	19.8

\* provisional

Next steps:

- To securely embed the provision, monitoring and tracking of progress and attainment in foundation subjects.
- To further develop clear assessment guides for GDS in all foundation subjects
- Continue to use baseline assessments to assess needs of each cohort and steer planning
- To improve the Governors knowledge of Attainment and Progress in the Foundation Subjects
- Improve progress in EXS GDS Reading and Writing. GDS in Maths

Since the last inspection when the school was graded as 'good' we have successfully:

- Children's Code of Conduct updated and embedded throughout the school
- Behaviour consequences chart reviewed and implemented
- Class Charts implemented across the school.
- Learning Walks and observations have identified outstanding behaviours – external and internal
- Adapted curriculum for pupils where needed
- Learning Mentor provides support for children and families
- New Learning Mentor assistant in training
- Protective behaviours course attended by Learning Mentor
- Talking and Drawing course attended by Learning Mentor and intervention successful
- Outreach support and training from Romans Field School
- It's Cool to be Kind week – re focus of Anti Bullying week
- New playground equipment and storage bought and used daily
- Knife crime workshops for Years 5 and 6
- Attendance figures for 22-23 93.5% with PA at 18.4%
- House captains/eco/Healthy Schools and School Council Reps
- Brads Buddies for the playground and Well-being Ambassadors established
- Introduction of Positive Management Plans
- Celebratory Assemblies
- Comprehensive transition from BVS and to BVS

Impact:

- Comments from visitors tell us that the behaviour of our children is outstanding .
- Children are recording positive behaviours
- Children know who they can talk to if needed
- Support is in place for children with SEMH needs and negative behaviours have reduced
- The giving of behaviour rewards is becoming more consistent across the school and encouraging positive behaviour
- There are less behavior incidents at playtimes due to the new equipment

Next steps:

- To reduce the percentage of Persistent Absence in the school
- To reduce the number of lates in the school
- To further develop the positive reward system to involve the children and their parents.

Since the last inspection when the school was graded as 'good' we have successfully:

Bullet points of key activities

- Assistant Head has attained the Mental Health First Aid qualification
- Senior Mental Health Lead
- Bikeability Level 2 Summer 2023
- Well planned online safety lessons
- Knife crime workshops for Years 5 and 6 Spring 2023
- Police visits/PCSO re behaviour and keeping safe
- Celebration of Black History month
- Creative weeks developing SMSC : Summer 2 What will our Future Look Like Autumn 2022 Books without English Spring 2023 RE Festivals and Celebrations
- Junior Park Rangers continue to represent the school at local events
- Eco Group meets regularly to discuss improvements they could make
- 14 pupils took part in the Brilliant club working with Oxford University
- Brads Buddies help at playtimes and lunchtimes
- School council meet to discuss school improvements
- Voting in place for elections of House Captains/Vice Captains and Termly Values winners
- Fund raising money for various charities e.g. St Marks meals, Children in Need, Comic Relief, Macmillan and Sports Relief
- Residential to PGL at Liddington and Caythorpe in 2022. In 2023, 79 children pupils went to took to Derbyshire.
- Range of school visitors including "Bugman", Space dome, local PCSO, MK Dons, African Drumming,
- Visits to, Bancroft Roman Villa, Parks Trust, St Lawrences Church, Singing at Belfounder House,
- Sports events including Athletics, Cross Country, Gymnastics, Swimming, Football, Strictly Come Dancing and Netball
- Other clubs include Reading, Homework, Film Club, Craft,
- Music lessons in woodwind, string and guitar
- World Mental Health day
- Winner of local design competition for Local Churches anniversary
- 14 children took part in the Brilliant Club (University links)

## Impact:

- The children have a broad curriculum offered and are given chances to do activities they may not otherwise get to do
- They are encouraged to become more rounded individuals and are given equal opportunities
- Children developing an good understanding of voting each term
- Y5 and Y6 children have an awareness of why children might be drawn into gangs and an understanding of the seriousness of knife crime
- Children are aware of how to behave online and can recognize the dangers of inappropriate technology use
- Children are becoming responsible, respectful citizens playing a part in decision making within school
- The children understand the British values and what makes a responsible citizen
- Children have an awareness of other cultures and are more tolerant of them
- Wellbeing ambassadors in Y5 and Y6 second year supporting their peers

## Next steps:

- To further expand our Personal Development.
- To provide further opportunities for off-site learning.