

Bozeat Community Primary School

Inspection report

Unique Reference Number	121796
Local Authority	Northamptonshire
Inspection number	359087
Inspection dates	2–3 December 2010
Reporting inspector	Mary Davis

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	99
Appropriate authority	The governing body
Chair	Paul Dudley-Smith
Headteacher	Emma O'Brien
Date of previous school inspection	29 January 2008
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Introduction

This inspection was carried out by two additional inspectors. They observed eight lessons and all four teachers, and held meetings with groups of pupils, parents, members of the governing body and staff. Inspectors observed the school's work and looked at policies; development planning; data relating to the tracking of pupils' progress; senior leaders' monitoring of teaching and learning; safeguarding documents; minutes of the governing body; and pupils' work. They considered the 41 questionnaires from parents and carers, together with those from pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- What is the level of pupils' attainment according to current assessment data, particularly that of boys in English?
- How successful have leaders been in addressing underachievement?
- How well do pupils understand their targets and how to improve their work?
- How well does the school promote community cohesion and what impact does this have on pupils' understanding of life in a multi-cultural society?

Information about the school

Bozeat Primary School is a smaller than average rural school. There are currently more girls than boys on roll. Very few pupils are from minority ethnic backgrounds and there are no pupils who speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is below average. The proportion of pupils known to be eligible for free school meals is also below the national average. The school provides a breakfast club and an after-school club. There is a private pre-school on the same site which is inspected separately. A new headteacher took up post at the start of the academic year. The school was removed from the category 'notice to improve' at its last inspection. The school has national Healthy Schools status.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Bozeat Primary is a good school. Parents, pupils and staff express their delight at the dramatic improvements that have taken place since September. The inspirational new headteacher has acted quickly to establish a strong team ethos among the staff and to provide the direction that has enabled them to use their skills to promote good learning. She has ensured that the learning environment is bright, welcoming and well ordered, and parents say that this is contributing to the renewed sense of purpose and direction. The pupils are a delight. They are mature, confident, polite and caring. One parent commented: 'The school nurtures extremely mature, studious, well-mannered young people with an extremely strong sense of community.'

Pupils are excited by their learning and are keen to show visitors what they have achieved and explain what they are doing. The school council has a significant role in the running of the school, from providing worry boxes in every classroom to pointing out unsafe situations to adults, knowing that they will be listened to. Although standards of attainment have remained broadly average over the past three years, staffing instability over this period has contributed to rates of progress being too slow, particularly in English. This underachievement has been rapidly addressed by the new leaders and, as a result of consistently good teaching across the school, good progress was seen in all lessons during the inspection. A key strength observed was the ability of pupils, from the Early Years Foundation Stage upwards, to be independent learners. Teachers provide work that is interesting and well matched to all individuals' needs, enabling pupils to be engrossed by tasks even when not directly supervised by an adult. Relationships are strong and pupils work well together and support each other. They increasingly take responsibility for their own learning, being provided with opportunities to assess their own work and to decide if their understanding is secure or if they need any further help. Newly introduced procedures for tracking progress are now enabling teachers to use assessment information more effectively to plan tasks that are challenging. This is currently insufficiently embedded to have yet had an impact on raising attainment. Although pupils understand their targets and how to improve, these are not currently linked to National Curriculum levels so pupils don't know how well they are doing compared with national standards or what they need to do to reach the next level.

Leaders have identified the need to develop a more thematic based curriculum. Although there is a strong focus on literacy, the current subject- based curriculum is not providing sufficient stimulus to enable pupils to write for a purpose or extensively. The school has a caring ethos where every pupil is known by all adults. Pupils with special educational needs and/or disabilities are well cared for and supported, enabling them to achieve as well as their peers. Those for whom circumstances make them vulnerable are supported well by the school and a variety of external agencies. The importance of good attendance

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is promoted well and rewarded and, as a result, attendance levels have improved and are now high.

The headteacher has quickly established her vision for the school. This is shared by all staff who, through appropriate training, are being equipped to drive improvement. Together they have identified key development areas and are working as a team to address them. Following the identification of around 25% of pupils as underachieving, focused intervention strategies were immediately put in place, with the close involvement of parents and the pupils themselves and, as a result, the large majority of these pupils are now making good progress. The school is a lively community and parents provide a high level of support by working as volunteers and running after-school activities. The breakfast club is popular and parents value this provision. Although the school is building strong links with the local community, pupils have insufficient understanding of their place as members of a national or international community. As a result of the considerable progress in key areas since the last inspection, the school is judged to have good capacity to sustain these improvements.

What does the school need to do to improve further?

- Raise attainment by:
 - embedding systems for tracking attainment and progress to enable teachers to use assessment information to set challenging individual targets for their pupils
 - embedding the use of assessment in lessons so that pupils know how well they are doing and what they need to do to reach the next level.
- Accelerate rates of progress in English by:
 - developing the curriculum to provide increased opportunities for pupils to write for a purpose and to produce pieces of extended writing.
- Develop pupils' cultural awareness to ensure that they understand their place in a national and international context.

Outcomes for individuals and groups of pupils

2

When they start in the Early Years Foundation Stage, children's skills and experiences are generally typical of children of their age although this fluctuates year on year due to the small cohorts of pupils. By the end of Key Stage 2 in 2010, attainment was broadly in line with the national average in mathematics and slightly below in English. Following the previous inspection, there was a strong focus on raising attainment in mathematics and this was effective. However, rates of progress in writing across the school fell from 2008 to 2010. Strategies to address this decline have been successful. Pupils' writing books show that, since the start of term, there has been a focus on the craft of writing and this has resulted in good progress. Pupils now have a good understanding of punctuation and grammar. For example, pupils in Years 1 and 2 indignantly corrected their teacher when she pretended to forget to start a sentence with a capital letter and end with a full stop. Pupils across the school are excited about extending their vocabulary and understand how to make their writing more interesting. Boys enjoy literacy lessons as much as the girls do, because of the materials provided for them, and make equally good progress. In all lessons observed during the inspection, progress was good and there was a buzz of

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excitement as pupils were fully engaged in the tasks set for them. Pupils with special educational needs and/or disabilities are well supported in the classroom and provided with opportunities where they can succeed and contribute fully. As a result, they also make good progress.

Pupils say that they feel safe and that adults will always listen to them. They care for and support each other well. For example, pupils in Years 5 and 6 take responsibility for the youngest pupils, sitting with them in family groups at lunchtime. They have a good understanding of how to stay healthy and enjoy opportunities for physical activity, including 'activate' each morning, and use the playground equipment, such as the climbing wall. Pupils' contribution to the school community is outstanding, and their role in the local community is now being developed. For example, they have recently delivered harvest boxes to local pensioners and invited members of the community to an open day. Their basic skills in literacy, numeracy and information and communication technology, together with their considerable personal skills and confidence in relating to adults, prepare them well for their future economic well-being. Although pupils have opportunities through the curriculum and assemblies to reflect and discuss spiritual issues and have a strong sense of right and wrong, they currently have no opportunity to forge relationships with children in other countries, and their understanding of their place in a multicultural society is underdeveloped.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	3

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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How effective is the provision?

Teachers are skilled at providing for the different abilities within their mixed-age classes. They have established good classroom practice, where pupils get on with their work and access resources that will help them, when their teacher is working with another group. Many tasks enable pupils to learn actively and to discuss their answers with each other before sharing with the whole class. Pupils enjoy leading class activities, such as explaining how they have worked out the answer to a complex problem in mathematics or showing how they have developed their sentence writing using more exciting vocabulary. Teachers use questioning well to evaluate the learning taking place and to enable them to plan future tasks. However, opportunities are sometimes missed to stretch and challenge the most able pupils by requiring more extensive answers.

The curriculum is satisfactory. French is well established as a modern foreign language and there is a strong focus on art work, resulting in some outstanding displays of winter scenes around the school. However, there are too few opportunities to explore topics in depth across a range of curriculum areas to inspire writing activities. Visitors and visits, including a residential visit to the Isle of Wight, enrich the curriculum. A wide range of after-school clubs, some run by parents, include a popular film club. Parents also provide gardening and cookery classes during the school day.

Good arrangements ensure a smooth transition between pre-school and the Early Years Foundation Stage. Good links with the secondary school and an effective transition project ensure that pupils are well prepared for the next stage of their education. The well-led inclusion team provides good support for pupils with special educational needs and/or difficulties, and pupils with behavioural difficulties are particularly well managed and supported to enable them to be included.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher has quickly established an ordered and welcoming ethos. Pupils comment that they feel that she is interested in them and what they are doing. Parents say that they value the 'open door' policy and that leaders will listen and respond quickly to concerns. Teachers have been fully involved in the self-evaluation process, are being equipped with the appropriate resources and training, and are being closely held to account for the progress of pupils in their groups. As one teacher commented: 'Everyone knows the direction we are moving in. The leadership and management are strong and well focused. We are all working hard as a team to improve areas of weakness.'

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The governing body is supportive and carries out its statutory roles satisfactorily. Governors are seeking to develop their understanding of achievement data, by undergoing training so that they are better equipped to challenge the leaders and carry out their role as critical friends. Safeguarding procedures are satisfactory, but policies and procedures, such as record keeping and risk analysis, are currently insufficiently formalised. All staff have appropriate safeguarding training.

The school works well in partnership with the neighbouring cluster of schools which provides support and the opportunity to share good practice. Extended services provide a wide variety of experiences for pupils and their families, such as ice skating and football. Leaders ensure equal opportunities by closely analysing the performance of different groups of pupils and addressing underachievement and ensuring that there is no discrimination. The school has recognised community cohesion as an area for development and is seeking to develop further opportunities for pupils to take an active part in the local community and to have a greater understanding of communities outside their village. The school is beginning to explore links with a village in Africa through fundraising activities.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children enjoy coming to school and make good progress in lessons. They are confident and secure, and are learning to lead a healthy lifestyle through, for example, eating fruit and learning the importance of good hygiene routines. Their personal, social and emotional development is good as a result of the safe and secure environment and the warm care and support they receive. Independence is nurtured well and children's behaviour is excellent. The progress children make in communication, language and literacy skills is only satisfactory because there are too few opportunities for writing,

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although they are developing a good understanding of letters and sounds. The learning environment is developing well under a new foundation stage teacher. Children enjoy the post office role-play area and there is a good balance of indoor and outdoor time, but there is currently too little opportunity for children to initiate activities. The outdoor area is well resourced with good-quality equipment, but there is no shade or cover which limits the use of this facility. The newly qualified teacher is well supported by the school's leaders and has established excellent teamwork within the key stage and good partnerships with parents and carers. Assessment procedures are satisfactory. Staff evaluate and record learning well but currently do not use this information to plan effectively enough to meet individual needs when the class is taught as a group.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The overwhelming response of the minority of parents and carers who completed questionnaires was positive. Many parents made positive comments about the effective new leadership. Some parents expressed concern that they are not sufficiently informed about their children's progress or enabled to support their children's learning because they do not know enough about what they are being taught. The school is aware of these concerns and has firm plans to address them next term. Other parents commented that teachers are approachable and quick to deal with issues. Inspectors found that the school communicates and engages well with parents and is seeking to develop further opportunities for parents to be involved in their children's learning.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bozeat Community Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 41 completed questionnaires by the end of the on-site inspection. In total, there are 99 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	30	73	10	24	1	2	0	0
The school keeps my child safe	28	68	13	32	0	0	0	0
My school informs me about my child's progress	11	27	25	61	4	10	1	2
My child is making enough progress at this school	11	27	28	68	0	0	1	2
The teaching is good at this school	11	27	26	63	3	7	0	0
The school helps me to support my child's learning	10	24	24	59	7	17	0	0
The school helps my child to have a healthy lifestyle	14	34	27	66	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	9	22	28	68	2	5	0	0
The school meets my child's particular needs	11	27	27	66	2	5	0	0
The school deals effectively with unacceptable behaviour	12	29	24	59	3	7	0	0
The school takes account of my suggestions and concerns	12	29	25	61	1	2	1	2
The school is led and managed effectively	24	59	15	37	1	2	0	0
Overall, I am happy with my child's experience at this school	21	51	17	41	3	7	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



6 December 2010

Dear Pupils

Inspection of Bozeat Community Primary School, Wellingborough, NN29 7LP

Thank you very much for the welcome you gave to me and my colleague when we visited the school for its recent inspection. We enjoyed talking with you and seeing all that you do. We particularly enjoyed your beautiful singing and seeing your art work and were particularly impressed by the work of the school council.

Our inspection has judged that you go to a good school. Your excellent levels of attendance and the good teaching you receive, enable you to make good progress. The standards that you reach in mathematics are rising steadily, although standards in English, particularly in writing are not currently as high. This is a priority for improvement. We were impressed by your good behaviour and the care you show for each other. You concentrate well and enjoy your lessons and all the activities that are provided for you, including all the clubs, such as hand-chime ringing and film club. We were impressed by how well you learn independently and the help and support you give to each other during lessons. Your teachers provide lessons that are exciting and care for you well. You know your targets and how to improve your work, but we feel you do not know what level you are at or what to do to reach high levels, and we have asked your teachers to make this clear for you. You make a good contribution to your school community and are polite and welcoming to visitors and kind and considerate to those around you. However you need to develop a greater understanding of your national community and learn more about schools and communities in other countries.

The leaders of the school are working hard to make sure you learn well and develop well as young people. You can help them by continuing to work hard. I wish you every success for the future.

Yours sincerely

Mary Davis

Lead inspector

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