

Bringhurst Primary School

Inspection report

Unique reference number	119909
Local authority	Leicestershire
Inspection number	379906
Inspection dates	20–21 March 2012
Lead inspector	Nina Bee

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	147
Appropriate authority	The governing body
Chair	Angus Cameron
Headteacher	Rosemarie Williams and Keith John (Co Heads)
Date of previous school inspection	18 October 2006
School address	Great Easton Road Bringhurst Market Harborough LE16 8RH
Telephone number	01536 770362
Fax number	01536 770362
Email address	office@bringhurst.leics.sch.uk

Age group	4–11
Inspection date(s)	20–21 March 2012
Inspection number	379906



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.

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 2012



Introduction

Inspection team

Nina Bee

Additional inspector

This inspection was carried out with two days' notice. The inspector visited eight lessons of 25 minutes or longer, observing seven teachers. Seven lessons were jointly observed with one of the two headteachers. The inspector scrutinised pupils' work along with some of their reading records and undertook other activities in order to observe the pupils' learning. Discussions were held with groups of pupils, staff, members of the governing body and a number of parents and carers. The inspector took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work and looked at the school's self-evaluation and planning documents, policies and procedures as well as information on pupils' performance. A total of 51 questionnaires completed by parents and carers were received and analysed as well as questionnaires completed by pupils and staff.

Information about the school

Bringhurst primary is smaller than the average-sized primary school. The proportion of pupils known to be eligible for free school meals is well below average. Almost all pupils come from White British backgrounds. The proportion of pupils who speak English as an additional language is low. The proportion of disabled pupils and those with special educational needs is below average. Children in the Early Years Foundation Stage are taught in one Reception class. Since the previous inspection the school has been awarded the Healthy Schools status, an International School Award and the Activemark. Currently, the school is operating a co-headship model of leadership. Both headteachers have joint responsibility for the school's day-to-day leadership and management. The school meets the current floor standard set by the government.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	1
Leadership and management	2

Key findings

- Bringhurst is a good school which places pupils' achievement and well-being at the centre of all it does. Provision for children in Reception is outstanding as is the focus on social and moral development for all pupils. Parents and carers are overwhelmingly supportive of all the school does. The school is not outstanding because of weaknesses in pupils' cultural development. In addition, pupils are not given individual targets for literacy and numeracy, which focus on what they need to move up to the next National Curriculum sub-level and teachers' marking in Years 1 to 6 is not consistently informing pupils what they need to do to improve.
- Achievement is good. Pupils in Key Stages 1 and 2 learn effectively particularly in reading, writing and mathematics. Lessons are well planned and interest the pupils, who show high levels of engagement.
- Behaviour is outstanding. Pupils are very considerate and polite towards each other and the adults who help them. They develop into very mature young people who express their views and opinions with confidence and clarity. Pupils say they are very happy in school, feel safe and are not concerned about bullying. Safeguarding arrangements, including child protection, are very rigorous and secure.
- Teaching is good. In Reception, teaching is outstanding. When taught by the specialist teacher, disabled pupils and those who have special educational needs receive excellent support and make outstanding progress. Teachers and learning support assistants work well together to plan lessons which are enjoyable, exciting and enthuse the pupils.
- Leadership and management are good. The two headteachers are well focused on the monitoring and management of teaching and have secured the support of the staff, pupils, parents and carers, and the governing body in their drive for further improvements.

What does the school need to do to improve further?

- In order to improve pupils' good achievement to outstanding:
 - ensure that pupils are given clear targets to develop their literacy and

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

- numeracy skills which are linked to National Curriculum sub-levels
 - ensure that teachers' marking focuses on showing pupils in Years 1 to 6 what they need to do to improve and reach their targets.
- Improve pupils' understanding of different religions, cultures and beliefs by providing them with more opportunities to engage with different groups beyond the school and the local community.

Main report

Achievement of pupils

Achievement is good overall. Observations show that in all lessons, pupils show much enjoyment and interest in what they are learning about. Throughout the school, their outstanding behaviour makes a significant contribution to accelerating their progress in all subjects but particularly in reading, writing and mathematics. This ensures they are well prepared, academically, for their next school.

In the Early Years Foundation Stage, children usually reach levels that are higher than expected for their ages by the end of Reception. In relation to their starting points this represents outstanding progress. As pupils move through Years 1 and 2 they build successfully on what they have previously learnt and achievement is good. As a result, school data show that pupils in Year 2 are on course to reach levels which are above average in reading, writing and mathematics.

As pupils move through Years 3 to 6, pupils continue to achieve well. Pupils currently in Year 6 are on course to reach above average attainment in reading, writing and mathematics. Throughout the school, disabled pupils and those who have special educational needs achieve well because their individual needs are accurately recognised by the adults who work with them and they are sensitively supported in lessons. In addition, they receive expert support, during individual or very small group sessions, from the specialist teacher. The few pupils who speak English as an additional language make good progress because their levels of language acquisition are assessed and they receive good provision from their teachers during lessons and in one to one sessions with a specialist teacher. Teachers' planning is impressive because activities are usually expertly matched to pupils' individual needs and abilities. Pupils know they get a good deal from staff and so work hard. In all classes, progress is carefully tracked and those not on course to reach their predicted targets are given additional support. All parents and carers who returned questionnaires were rightly happy with the progress their children were making and almost all feel that the school meets their children's needs.

Quality of teaching

The quality of teaching is good. This reflects the parents' and carers' positive views. Lessons are interestingly planned and observations show that pupils work confidently in small groups and independently. Teachers use a variety of activities drawn from

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

the planned curriculum; for example, pupils, in Year 2 successfully used their initial understanding of shape to look for right angles, firstly inside the classroom then outside to reinforce their understanding further. Very high adult expectations result in pupils developing excellent moral and social skills. There are too few planned opportunities for pupils to improve their cultural awareness.

In Reception, teaching and learning are outstanding. Lessons are expertly planned for inside and outside learning and no opportunities are missed to develop knowledge and understanding in all areas for individuals. Links between areas of learning are integral in the teaching and activities fully engage and enthuse children. Adult interaction, during activities which children choose for themselves or those which are adult-led, is top quality and no opportunities are missed to promote and develop learning.

In lessons, in Years 1 to 6, which fall short of outstanding, learning activities for pupils of different abilities are not always quite so precisely handled. For example, in a Year 4 lesson where work was well matched to the different abilities within the class and learning was clearly good, the teacher spoke for too long, so the pace of the lesson slowed down and the higher attaining pupils were keen to get on with their task. Most pupils were really keen to answer questions and articulate their thinking. In all classes, interactive whiteboards are used effectively to promote learning, relationships between adults and children are excellent and pupils' attitudes to learning are positive. For example, in Years 3 and 4 video clips were used effectively to enthuse pupils to write during literacy lessons. In Years 1 to 6, although pupils have individual targets for literacy and mathematics they sometimes have difficulty identifying what they need to do to improve. Older pupils in Year 6 have little idea of the National Curriculum levels they are on and what they need to do to reach the next sub-level. Marking is generally supportive but does not clearly inform pupils what they need to do to improve and reach any targets they have been given.

Behaviour and safety of pupils

Pupils' behaviour and safety are outstanding. Pupils behave exceptionally well during lessons, while out in the playground and during whole-school events such as assemblies. Pupils, themselves, make an exceptional contribution to a safe and positive learning environment. For example, they ensure that newcomers to the school are reminded that anti-social behaviour is not an option at Bringhurst. During discussions and observations it was clear that pupils work very well together and respect each other's views implicitly. Pupils, parents and carers are adamant that behaviour is typically of a high standard and pupils say, and school records confirm this, that incidents of poor behaviour and bullying are rare. All staff have high expectations regarding behaviour and poor behaviour is just not tolerated by staff or pupils. Older pupils speak very sensibly about what they have learnt during anti-bullying week and identify different types of bullying. The school has robust systems to record any incidents of poor behaviour including bullying incidents and those linked to racism. Parents and carers as well as pupils feel that any issues are fairly

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

dealt with.

Parents and carers are very positive about behaviour and safety. All who returned questionnaires feel that the school keeps their children safe. Pupils say they feel safe in school and are extremely confident when they say they are very well looked after by the adults who work in the school. They have a clear understanding of how to keep themselves safe and the potential hazards they may come across as they get older. Pupils speak knowledgeably about what they learn from the Life Caravan which visits the school and speak sensibly about how smoking cigarettes and taking drugs is not a good idea. In addition, pupils are very aware of the need for internet safety because it is promoted effectively in school. Attendance is above average and there are no punctuality issues.

Leadership and management

The two headteachers have successfully developed a team of teaching and non-teaching staff whose main aim is to ensure that happy pupils achieve their best in a welcoming, vibrant environment with a very strong community ethos. There has been a good focus on professional development and maintaining good teaching and developing it further. As a result, all staff deliver lessons where teaching and learning are at least good. Staff morale is high and all, including the governing body, are involved in school improvement planning. All staff promote equality of opportunity effectively and tackle any signs of discrimination. Pupils are all treated very fairly and with great respect. Appropriate interventions to accelerate the progress of pupils who are either in danger of falling behind or those who join the school other than at the usual times are in place.

The good curriculum meets pupils' needs well and contributes exceptionally well to the development of their spiritual, moral and social development. Pupils' cultural development is not as impressive. Pupils learn about different religions, cultures and beliefs. Year 6 pupils, for example, spoke of learning about Buddhism and Judaism, but their understanding is muddled. In addition, pupils have too few opportunities to engage with different groups beyond the school and the local community.

Self evaluation is accurate, tracking of pupils' progress is secure and the impact of identified priorities such as the recent focus on writing are closely monitored to drive whole school improvement. The governing body visit the school frequently, are effectively informed and so are able to support and challenge the school well. They are particularly rigorous with their safeguarding responsibilities. Safeguarding procedures are very secure. All these factors, together with their other successes such as outstanding provision for children in Reception, above average attainment and attendance and pupils' outstanding behaviour, reflect the school's good capacity for further improvement.

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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



22 March 2012

Dear Pupils

Inspection of Bringhurst Primary School, Market Harborough, LE16 8RH

Thank you for making me so welcome when I recently came to visit your school. I was very impressed with your outstanding behaviour and how polite and considerate you are towards each other and the adults who help you. You go to a good school. There are many things that are good and some that are outstanding and one or two things that need to be improved.

These are the good things we found out about your school.

- In the Reception class, the children's learning and progress are outstanding.
- In Years 1 to 6 you learn well because teaching is good. Teachers are particularly good at making sure you develop excellent personal and social skills which prepare you very well when you move on to your next school.
- Exciting activities are planned for you, to make learning interesting and enjoyable for all of you.
- I know you enjoy school because attendance is higher than that seen in most schools and that you feel safe in school because you told me that the adults look after you very well.
- The two headteachers, other staff and members of the governing body all work very well together to make your school the safe and secure place it is. Those who look after you at home agree that this is so.
- By the time you leave, in Year 6, you reach levels, in reading, writing and mathematics, which are higher than those in most schools.

I have asked the school to do two things to improve the education you receive.

- Check that you all have targets for literacy and numeracy and that teachers' marking shows you what you need to do to improve your work and reach your targets.
- Give you more opportunities to learn about different religions, beliefs and cultures in the modern United Kingdom and beyond.

You too can help by always doing your very best.

Yours sincerely

Nina Bee
Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', 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.**