

# The Brigg Infant School

## Inspection report

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<b>Unique Reference Number</b>	112623
<b>Local Authority</b>	Derbyshire
<b>Inspection number</b>	363797
<b>Inspection dates</b>	14–15 June 2011
<b>Reporting inspector</b>	John Horwood

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

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<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	4–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	165
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Gordon Harrison
<b>Headteacher</b>	Isobel Martin
<b>Date of previous school inspection</b>	4 February 2008
<b>School address</b>	39 South Street South Normanton DE55 2DA
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## Introduction

This inspection was carried out by three additional inspectors. They observed 12 lessons taught by seven teachers. Meetings were held with groups of staff, members of the governing body and pupils. Inspectors observed the school's work and looked at documentation including pupils' work, minutes of meetings, monitoring records of pupils' progress and school policies. The responses to 70 questionnaires from parents and carers as well as 25 from staff were scrutinised.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- What are the strengths in provision that are enabling the gap between the attainment of boys and girls to narrow?
- How well developed are the contacts that pupils have with national and global communities and has this had a significant impact on their cultural understanding?
- Have actions taken by leaders to raise attendance been effective?

## Information about the school

The Brigg Infant School is smaller than the average sized infant school. Most pupils are from a White British background. The proportion of pupils from minority ethnic groups is much lower than in most schools and very few speak English as an additional language. None is at the early stages of learning English. The proportion of pupils with special educational needs and/or disabilities is similar to other schools, as is the proportion who have a statement of special educational needs. The number of pupils known to be eligible for free school meals is similar to that in most schools. There have been a significant number of staff changes since the previous inspection. The school has achieved national Healthy School status and has been awarded the International School Award at intermediate level.

**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

The Brigg Infant School serves its pupils well. They make good progress throughout the school and by the time they leave Year 2 attainment is above average in reading, writing and mathematics. Pupils learn well as a result of good teaching supported by a good curriculum. Teachers use assessment systems well to ensure that the work they set matches the pupils' abilities but in some lessons the work for higher-attaining pupils is not as challenging as it could be. Although the overall pace of learning is good in all lessons it is not uniformly good throughout some lessons, with too much time spent on certain parts of the lesson. Pupils say that lessons are fun and they really enjoy the exciting topics they learn about. Many of these are specifically designed to motivate boys' interest whilst still engaging the girls and this is helping to narrow the gap between boys' and girls' attainment.

There are several outstanding features within the school. The outstanding care guidance and support includes very effective procedures for promoting good behaviour and improved attendance. Pupils' attendance has risen significantly and is now high, with parents and carers supporting the school well in this aspect. The behaviour management procedures ensure consistently good behaviour throughout the school, including that of pupils who have known behaviour difficulties. The questionnaires from parents and carers show that all parents and carers think their children are safe in school and this is confirmed by pupils' comments. Because they feel safe and behaviour is good they all enjoy school and this supports their good achievement. Pupils have an excellent understanding of healthy living and make healthy choices of food and sport that are beyond those typically expected of pupils of this age group.

The effectiveness with which the school promotes community cohesion is outstanding. Based on a secure understanding of the school and the local community, the school has developed many strong links locally, nationally and globally which are very effective at developing pupils' cultural understanding. These partnerships, as well as many excellent ones with agencies to support pupils' academic and social needs, contribute to an outstanding range of partnerships which support pupils' learning and well-being. Through these partnerships, their day to day roles within school and activities within the local community, the pupils make an outstanding contribution to the school and the wider community. This is a considerable strength, considering their young age. The school's partnership with parents and carers is also outstanding and contributes to the very high degree of satisfaction parents and carers have with the school. There are regular consultations with parents who are kept well informed of the outcomes. Parents and carers comment very favourably on the use of text messaging to keep them informed as well as the 'open door' policy that enables them to have frequent face to face contact with staff.

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What has been achieved is a result of outstanding leadership by leaders whose very clear vision and ambition are embedded within the school's procedures. All staff share the same determination to pursue ongoing and rapid improvement. The impact on teaching and learning has been affected by an unusually high amount of absence through illness and staff changes. Throughout these periods the school has run smoothly and new teachers have very quickly been able to develop good teaching skills. The school's self-evaluation is very accurate and the improvements that have taken place confirm that the school has a good capacity for sustained improvement.

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

- Improve the effectiveness of teaching by:
  - ensuring all lessons have a consistent pace of learning throughout
  - consistently providing the higher-attaining pupils with work that is sufficiently challenging to extend their learning.

## **Outcomes for individuals and groups of pupils**

**2**

Pupils enter the Early Years Foundation Stage with skills and understanding that are below the levels expected for their age, and make good progress to leave Year 2 with above average attainment. This represents good achievement. There are no significant or consistent differences in the progress made by any group of pupils or between subjects. Boys' attainment in writing has been slightly lower than in other subjects but this is already being addressed by the school with positive results. Pupils with special educational needs and/or disabilities also make good progress because their needs are identified early and they receive appropriate support from well-trained teachers and teaching assistants who work very well as a team. Those with statements of special educational needs make good progress towards their identified targets.

Pupils enjoy their lessons which engage them fully. This was seen in a Year 1 mathematics lesson about volumes where a very practical approach to learning captivated pupils' attention and developed their interest. It also demonstrated their mature approach to learning and to keeping safe. Pupils talk about their learning reflectively and typical comments were, 'You feel good about what you have done' and, 'Teachers help us do better.' Some pupils said that sometimes they find the work too easy. Pupils with special educational needs and/or disabilities said they enjoy school and had a close relationship with the teaching assistants in class. They also talked about the extra activities they do to help them learn and they are very proud of the rewards they get. Pupils who speak English as an additional language also make good progress because staff help them understand the more challenging words.

Attendance is high and there is very little lateness. The number of persistent absentees has been significantly reduced and more parents and carers are now avoiding term time for their holidays. Pupils are very aware of what constitutes a healthy diet and the importance of exercise. They can talk about the importance of healthy items in their meals. Pupils make an outstanding contribution to both the school and the local community. Within the school they have roles as members of the school council and the eco-council, both of which make a good contribution to helping the school move forward. Other responsibilities include being 'playground friends' and 'mini-leaders'. They contribute

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to more distant communities through raising funds for charities. Their spiritual, moral, social and cultural development is good. They gain a good understanding of other cultures through links with other schools and through the curriculum. Their spiritual development is supported through learning about other faiths through the curriculum.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
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
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

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

**How effective is the provision?**

The inspection evidence supports the school's view that teaching is good. Teachers have good subject knowledge and consistently keep pupils fully engaged by ensuring that the lessons are interesting and stimulating. They use data well to match the work to pupils' abilities for the group work. In a few lessons whole-class teaching lasts too long and the pace of learning falls. Monitoring systems are used well to analyse and track the progress pupils make and they are very aware of their targets and how to improve their work. There is very good teamwork between the teacher and the teaching assistant which ensures good support and guidance for all pupils during the lesson and in any small group activities. The curriculum provides plenty of stimulating activities, many associated with the arts, which are organised through effective partnerships with the local cluster of schools, the local community and organisations such as Creative Partnerships. Several parents and carers commented on the school's work with a dance group from Zimbabwe and commented, 'What a memorable occasion the final performance was.' There are also

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good links to local industry through Young Enterprise and a developing link with another, much larger, Derbyshire school where pupils have different backgrounds.

Pupils are exceptionally well cared for and supported throughout the day. There is a strong focus on keeping pupils safe and all activities are supervised well. Safeguarding procedures are fully in place. Although the playground is small there is a good range of activities with risk assessments carried out for each. The excellent relationships with adults ensure that pupils are comfortable to talk about any problems. Excellent links with the junior school ensure pupils are prepared well for moving there. Pupils whose circumstances may make them vulnerable are very well supported and the support provided extends to their family if that is appropriate. There are well established links to other agencies to access the support needed.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteacher has a very clear ambition for the school and very strong drive for continued improvement. Both ambition and drive are shared by other leaders and the members of the governing body. Staff questionnaires indicate that the staff fully support all aspects of the leadership and of the school. All staff show a desire to help pupils achieve as much as possible and there is a united belief that they can do so. The joint lesson observations carried out during the inspection confirm that the leaders accurately evaluate the quality of teaching. The effectiveness with which the school promotes equal opportunities and tackles discrimination is good. There is no sign of discrimination within the school and every pupil has the same opportunities as they move through the school, both within class and in other school activities. As a result there are no significant variations in the levels of progress made by the various groups of pupils and attainment is above average.

Governance is good. The governing body fulfils its legal requirements while supporting and challenging the school leaders. Members of the governing body have a good range of experience and relevant knowledge. They have a very good understanding of the school's strengths and areas which need developing. The governing body has an effective way of fulfilling its duties through one subcommittee which then feeds back to the whole governing body. This gives the 'core' of the governing body a very good overall view of the school which can then be shared with the full governing body. Safeguarding arrangements are good with good site security. Records of the suitability of all staff to work in the school are all up to date. Risk assessments are all in place. There are good records of meetings with external agencies to support pupils whose circumstances make

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them potentially vulnerable. Actions to support community cohesion are based on a secure knowledge of the school and the local community. Partnerships with parents and carers and the local community are outstanding. Links with schools beyond the local community are exceptionally well developed and include effective links to schools in several countries.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children enter the Early Years Foundation Stage with skills below those typical for their ages, particularly in their personal and literacy skills. They make good progress and are at average levels when they enter Year 1. Boys tend to have initial skills in reading and writing which are lower than that of the girls. This is being addressed through the opportunities they have such as a writing table with some encouragement to the boys to choose what to write. There are good induction procedures for children, including giving parents and carers good information about how they can help their children prepare for the start of term so that children settle quickly. Communications with parents and carers are a strength of the provision through the open door policy, letters home and a notice board. Staff work as team to ensure that children feel safe and can learn quickly. The classrooms are relatively small but well organised to give children the full range of experiences in all areas of learning. The outdoor area is used well to support learning and there is good deployment of adults to support the children's learning.

There are good systems to monitor children's progress including focused five-minute observations of activities. This knowledge is then used well to plan further activities to take children's learning forward. Children are very polite and friendly and have a positive approach to learning. Their behaviour is good and those who have known behaviour difficulties are managed well to help them learn whilst not affecting the learning of others. Children learn the rules quickly and cooperate with each other well. The Early Years



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Foundation Stage is led and managed well with a strong sense of teamwork and good communication between the two classes. The leaders have a good knowledge of the strength of the provision and have a clear vision of how to develop it further.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Parents and carers are overwhelmingly supportive of all aspects and no significant areas of concern were identified. The most pleasing aspects of the school were that the school keeps pupils safe, the way the school helps pupils to have a healthy lifestyle and the way the school supports the child's particular need. Typical written comments included, 'The teachers are friendly and welcoming and always help if we have any difficulties', 'I feel it is a safe, friendly, good educational school' and 'It is a wonderful school which has brought out the best in my child.' A very few parents and carers had individual concerns which were considered as part of the inspection process.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at The Brigg Infant 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 70 completed questionnaires by the end of the on-site inspection. In total, there are 165 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	49	70	19	27	1	1	0	0
The school keeps my child safe	49	70	21	30	0	0	0	0
My school informs me about my child's progress	35	50	31	44	2	3	0	0
My child is making enough progress at this school	33	47	33	47	2	3	1	1
The teaching is good at this school	40	57	29	41	0	0	1	1
The school helps me to support my child's learning	42	60	26	37	2	3	0	0
The school helps my child to have a healthy lifestyle	42	60	28	40	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)	36	51	27	39	1	1	0	0
The school meets my child's particular needs	42	60	28	40	0	0	0	0
The school deals effectively with unacceptable behaviour	28	40	35	50	5	7	0	0
The school takes account of my suggestions and concerns	28	40	36	51	2	3	1	1
The school is led and managed effectively	38	54	31	44	0	0	1	1
Overall, I am happy with my child's experience at this school	45	64	24	34	0	0	1	1

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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://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.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



16 June 2011

Dear Pupils

**Inspection of The Brigg Infant School, Alfreton DE55 2DA**

Thank you for making us so welcome when we came to your school. We really enjoyed talking with you and looking at the work you do. Your school is giving you a good education.

There are many things we admire about your school, and these are a few of them.

You feel very safe in the school and adults look after you well.

Most of you attend school regularly and arrive on time.

You enjoy school and all get on well together.

You understand extremely well about how to stay healthy.

You make an outstanding contribution to supporting the school and other communities.

You have excellent opportunities to meet and learn about people from different communities.

You all make good progress as a result of good teaching.

These are the things we have asked the school to do to make it even better:

- ensure that your lessons have a good pace of learning throughout
- ensure that your teachers consistently provide the more-able pupils with work which is sufficiently challenging to extend their learning.

All of you can help by carrying on working hard.

Yours sincerely

John Horwood

Lead Inspector

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