

Braunston Church of England Primary School

Inspection report

Unique Reference Number	121963
Local Authority	Northamptonshire
Inspection number	380368
Inspection dates	12–13 October 2011
Reporting inspector	Norma Ball

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	194
Appropriate authority	The governing body
Chair	Richard Ansell
Headteacher	Sue Rigby
Date of previous school inspection	27 February 2007
School address	Barby Road Braunston Daventry NN11 7HF
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 12 lessons as well as small teaching groups out of class. Inspectors observed 10 teachers. They met parents and carers informally during the inspection, and held meetings with the headteacher, teaching staff, members of the governing body and pupils. Inspectors observed the school's work and scrutinised samples of pupils' work, the school's systems for tracking pupils' progress, management and curriculum documentation, teachers' planning and safeguarding documents. In addition, inspectors took account of questionnaire responses from 125 parents and carers, 14 staff and 116 pupils.

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

- Are effective steps are being taken by the school to improve attainment for all pupils in writing, and particularly for boys and pupils with special educational needs and/or disabilities in Key Stage 2?
- Whether the quality of teaching is consistently good across the school and if assessment is used rigorously in all classes to promote pupils' good progress?
- How rigorous and effective are leaders and managers at all levels in monitoring the work of the school to ensure that attainment continues to improve?

Information about the school

Braunston is a smaller-than-average-size primary school. The majority of pupils are White British. A very few pupils are from minority ethnic origins and none of these speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is similar to that found nationally but a higher than average proportion has a statement of special educational need. A smaller than average number of pupils are known to be eligible for free school meals. The school holds Healthy Schools and Eco Green Flag status.

There have been a number of staff changes since the previous inspection. Braunston After School Club shares the school site but is not managed by the governing body and is subject to a separate inspection.

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

Braunston provides a good quality of education. Lessons are interesting and the quality of teaching is good. Pupils enjoy school, as shown by their above average attendance and their enthusiastic attitudes to learning. An important feature of the school is the good social, moral and cultural development of pupils and their excellent spiritual development. Parents and carers are pleased with the school and one, typical of many said, 'Braunston school has gone well beyond my expectations, my daughter has achieved more than I ever expected. I am very happy with the school and staff.' Safeguarding arrangements are good, pupils know how to keep safe, and they have a good understanding of what is involved in leading a healthy life.

Children settle quickly into the Reception class and make good gains in their learning so that by the time they enter Year 1 their skills and abilities are similar to those expected nationally. At the end of Year 6 pupils' attainment is average overall, but because of an improving trend, attainment in mathematics is now above average. Furthermore, recent assessments show that progress is accelerating and is consistently good for all pupils in English and mathematics in both key stages.

Carefully selected curriculum initiatives, such as the selection of interesting writing topics and the use of practical activities, has improved the progress made by older boys by capturing their interest. They now make good progress in writing. Pupils with special educational needs and/or disabilities also make good progress, including in their writing, because their needs are quickly and accurately assessed and they receive well-targeted learning support. Teachers assess pupils' progress well and some set work that provides good challenge but this is not consistent, especially for more-able pupils. Pupils have confidence in the staff who care for them so they seek help when they need it and grow in confidence. The promotion of community cohesion is good and pupils are helped to develop an appreciation of their own and the wider national and global communities.

Under the committed direction of the headteacher, priorities for improvement have been accurately identified. New subject leaders are rapidly developing their skills but are not involved enough in the regular and rigorous monitoring of teaching and learning or new curriculum developments undertaken by the headteacher and assistant headteacher. The governing body has improved its members' skills rapidly so that they monitor the school's performance well. They ask searching questions about its progress and are active partners in driving the school forward. Links with parents and carers are good and they are provided with a wide range of information

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about their child's progress and what they are learning in class. Development points from the previous inspection have been fully resolved. There is accurate and reflective assessment of strengths and areas for development. Leaders and managers have a shared commitment to raise attainment further as reflected in the challenging targets set. The school has a good capacity for further improvement.

What does the school need to do to improve further?

- Share existing good practice to ensure that assessment information is used to plan challenging work for all groups of pupils, especially those of higher ability.
- Develop the roles of all subject leaders so that they are fully involved in monitoring and evaluating teaching and learning and assessing the impact of new curriculum innovations.

Outcomes for individuals and groups of pupils

2

Pupils behave well in lessons and around the school. They enjoy their work and one pupil summed this up saying, 'I really like my school. The teachers help you learn and do well so you get a good start for the future.' The successful focus on improving writing is integrated well into lessons. For example, in a Year 5 literacy lesson pupils took great delight in making a glue mixture to help them to write careful instructions for the process. Pupils worked with enthusiasm and identified the logical steps needed to make the glue. In numeracy, a focus on problem solving to improve the way pupils use their number skills is continuing to improve attainment in mathematics. In a Year 4 class, the visual stimulus of piles of oranges on display at the greengrocers was used well to help solve estimating and calculating problems. Pupils with special educational needs and/or disabilities contribute well to lessons because work is matched well to their needs. Their independence is fostered well because of the good support they receive. Pupils from other ethnic groups contribute well in class and also make good progress.

Relationships at every level are good. Pupils treat adults and each other with respect and are caring and supportive. The collection of 'wow' points for conduct and work reinforces the positive attitudes and good work ethos throughout the school. Pupils' spiritual development is fostered well. Quiet reflection is encouraged in assembly and in class and pupils have the chance to record their own private prayers. Pupils show pride in the responsibilities their commitment to improving the environment in the school's Eco Green Flag status. School councillors, junior traffic officers and playground friends are all valued members of the school community. Pupils understand clearly about being safe, including safe use of the internet. There are extensive opportunities for them to enjoy a wide range of sporting activities in class and in extra-curricular clubs. Healthy Schools status exemplifies pupils' good awareness of what is important for a healthy lifestyle. Pupils' average and improving attainment and their love of learning ensure they are well placed for the move to the

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next stage of their education.

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	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers make the purpose of lessons clear to pupils, referring closely to the success criteria for the lesson and so learning moves at a good pace. The new marking policy is consistently well applied and it identifies clearly what pupils have done well and how they can improve their work and so make better progress. Assessment of pupils' progress is thorough and any underachievement is identified quickly so that well-targeted support can be provided. The 'learning ladders' in literacy and numeracy set out clearly the next steps in learning and are used well to provide a regular set of targets for pupils for which to aim. Pupils say they find these helpful. They are encouraged to assess how well they are learning and to discuss their targets and work with their teachers regularly. However, assessment information is not consistently well used to ensure that all, but particularly the more-able pupils are challenged enough. Teaching support staff are deployed well in classes and in small groups out of class. This ensures all pupils, especially those who find learning difficult, receive good support and make good progress.

The school's strategies to improve literacy and numeracy are used well by teachers and are proving successful in raising attainment. Opportunities to extend pupils' literacy and numeracy skills in other subjects and topics are developing well. Extra-curricular activities through school clubs, visitors and trips extend and enrich pupils' experiences well and bring learning alive outside the classroom. Pupils are valued as

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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individuals and the good care provided in school is extended well through prudent links with a range of support services. Care is extended to the whole family and the work of the parent link worker is especially valued. Transition arrangements at all stages are sensitively organised so pupils are confident about moving to the next stage of their learning.

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	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher has rapidly established an ambitious and united drive to improve the school. A sharp focus on tracking pupils' progress and improving the quality of teaching and learning, particularly in Key Stage 2, has resulted in early but clear signs of improved attainment. She has managed well the challenges posed by changes to the teaching staff, and together with the assistant head, is supporting new subject leaders to develop their skills so they can play a full part in the regular and rigorous monitoring of lessons and new developments. Literacy and numeracy leaders are assuming their new responsibilities well and growing in confidence. The governing body has a secure committee structure and through well focused and regular monitoring visits they offer effective challenge based on an accurate knowledge of the school.

Good links have been established with the local community and communities in Africa. There are secure plans to improve further pupils' awareness of the richness and diversity of other faiths and cultures in the United Kingdom. The school benefits from the strong partnerships established with local schools, local authority advisers, and a range of support services to support pupils and improve their achievement. Equal opportunities are promoted well, ensuring that all pupils, including those with special educational needs and/or disabilities, achieve as well as their peers. Pupils are known and valued as individuals, and the school is free from discrimination. The learning environment is stimulating and well resourced. The safeguarding of pupils' welfare is good and supported by clear policies that are closely monitored and efficiently integrated throughout the school. Staff receive regular training to ensure they are alert to safeguarding matters.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and	2
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driving improvement 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	2
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	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children enter the Reception class with skills that are below those expected for their age. They develop a love of learning because they are provided with a range of well-resourced and stimulating learning experiences. Less well developed and exciting are the role play areas in the indoor and outdoor learning areas. Children are encouraged to be independent and also to play together and share. Activities across all areas of learning are well planned and also take account of children’s interests. For example, children were captivated by a story about an egg becoming a hen so milk crates and pieces of material were brought into excited play to make a hen house. One girl, very concerned to get a cover on the pile of milk crates, explained, ‘I don’t want the hens to get wet.

Children are well taught and all staff provide good care for them in both the indoor and outdoor learning areas. Well-focused teaching sessions ensure all children make good progress, whatever their individual starting points. Staff interact well with children when they are playing and subtle questioning helps extend their ideas and encourages their speaking skills. A focus on helping children blend sounds to make words is helping improve their reading and writing skills and an exciting range of counting activities is extending number skills. By the time children enter Year 1, their literacy and number skills and abilities are similar to those found nationally. Good leadership ensures that staff work as an efficient and energetic team. Staff monitor children’s development carefully both informally, whilst they are playing, and in learning sessions. Good links between school and home mean parents and carers are kept fully involved in their child’s development.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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Taking into account:	2
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

A very large majority of the parents and carers who replied to the questionnaire are pleased with all that the school provides. They are happy with their child’s school experience and pleased that their child likes school and is safe. A few parents did not feel they were kept well informed about progress but the inspection found that the information given to parents was good. A good feature of the reporting of progress to parents was the pupil’s learning log. This record of their child’s work and achievements is shared with parents and carers at the termly parent consultation evenings. A few parents and carers expressed concerns about unacceptable behaviour, especially at lunch times. The school’s recent survey of parents and carers views identified this concern, especially the over excited behaviour during games of football. Additional supervision has been provided at lunchtimes. The inspection found behaviour was good in lessons and around the school, including lunch times. One parent summed up the very positive views of parent and carers, saying, ‘This is a wonderful school with a focus on good behaviour, respect for others, learning, staying safe, living a healthy lifestyle and achieving in the future’.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Braunston Church of England 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 125 completed questionnaires by the end of the on-site inspection. In total, there are 194 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	82	66	38	30	5	4	0	0
The school keeps my child safe	81	65	39	31	1	1	0	0
The school informs me about my child’s progress	39	31	70	56	10	8	0	0
My child is making enough progress at this school	43	34	69	55	8	6	0	0
The teaching is good at this school	59	47	62	50	1	1	0	0
The school helps me to support my child’s learning	54	43	62	50	7	6	0	0
The school helps my child to have a healthy lifestyle	45	36	72	58	5	4	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)	55	44	55	44	1	1	0	0
The school meets my child’s particular needs	53	42	61	49	7	6	0	0
The school deals effectively with unacceptable behaviour	36	29	75	60	10	8	0	0
The school takes account of my suggestions and concerns	39	31	72	53	7	6	1	1
The school is led and managed effectively	51	41	68	54	2	2	0	0
Overall, I am happy with my child’s experience at this school	67	54	51	41	4	3	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 and 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.

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"> ■ 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.



14 October 2011

Dear Pupils

Inspection of Braunston Church of England Primary School, Daventry, NN11 7HF

Thank you for being so helpful and polite to us when we visited your school. We enjoyed talking to you and looking at your work. Like you, we thought the assembly led by pupils from the secondary school on Black History month was fun. It also made us think carefully about very important things such as how we treat each other.

We were impressed to see how much you enjoy your lessons and you told us you find learning fun because teachers make your lessons interesting. You get on together and behave well. You know a lot about being safe and healthy. We found that you make good progress in your time at Braunston and you are well cared for by all adults. You make a good contribution to your community and you are learning a lot about the world in which you live. Your headteacher, other staff and the governing body work well together to make your school a happy place in which to learn.

You told us yours is a good school and we agree with you. We have suggested two things which would help to make your school even better.

- To help improve the progress you are making we have asked your teachers to always use what they know about how well you are doing to give you work that really stretches you so that you do as well as you possibly can.
- We have also asked the teachers who are responsible for the different subjects in the curriculum to help your headteacher and assistant headteacher to make sure you are always well taught and new developments to improve your school are working successfully.

You can help by continuing to work hard and doing your best at school. It was a great pleasure to visit Braunston and we wish you every success for the future.

Yours sincerely

Norma Ball

Lead inspector

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