

Bugbrooke Community Primary School

Inspection report

Unique Reference Number	121800
Local Authority	Northamptonshire
Inspection number	380325
Inspection dates	7–8 November 2011
Reporting inspector	Keith Sadler

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	264
Appropriate authority	The governing body
Chair	Alan Kent
Headteacher	Debbie Bastin
Date of previous school inspection	24 April 2009
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Introduction

This inspection was carried out by three additional inspectors, who observed 20 lessons led by 10 different teachers and practitioners. The inspectors held meetings with members of the governing body, staff, parents and carers, and groups of pupils. They observed the school's work and looked at a wide range of documentation. This included the school's analysis of pupils' progress, teachers' lesson plans, the school's improvement plan, leaders' monitoring records and pupils' work. Questionnaires from staff, pupils in Key Stage 2 and from 130 parents and carers were analysed and their responses taken into account.

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

- Inspectors analysed pupils' progress in Years 3 to 6, particularly in mathematics, and whether current Year 6 pupils are on track to attain their targets.
- They reviewed the progress in learning of more-able pupils.
- Inspectors considered whether the pace of learning is sufficiently brisk and work suitably challenging for all groups of pupils.
- They looked at the role that teachers with responsibilities play in the school's monitoring and evaluation procedures.

Information about the school

Bugbrooke is bigger than most primary schools. Most pupils live in the village although about a third come from surrounding villages with a few from Northampton. Most pupils are of White British heritage and there are a few from a wide range of minority ethnic groups. Very few speak English as an additional language. The number of pupils known to be eligible for free school meals is about half the national average. The proportion identified as having special educational needs and/or disabilities is also average. Most of these pupils have learning difficulties.

A particularly large number of pupils join the school at times other than the normal admission point in the Reception Year. For example, the current Year 6 group has 13 pupils that joined the school in Key Stage 2. The school has a breakfast and after-school club. This is managed by the governing body, and was included in this inspection. The school has achieved the national Healthy School award and sports Activemark.

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

Bugbrooke is a happy and effective school in which pupils achieve well and feel very safe. There have been across-the-board improvements since the previous inspection and this has been driven by the headteacher who provides outstanding leadership. She has garnered the support and skills of the teaching staff and has improved provision and pupils' learning and progress, and lifted the spirits of the whole staff. Attainment has been steadily rising and is solidly average, with English being close to above-average levels. Pupils thoroughly enjoy school and learning and their personal development is strong. This is because the care, guidance and support provided for pupils is excellent and this leads to an inclusive and supportive atmosphere that pervades all classes. Pupils have an outstanding understanding of the need to adopt a healthy lifestyle and are enthusiastic in explaining the importance of exercise and a healthy diet.

Teaching is effective. Staff motivate pupils well so they are keen to learn. A large majority of teaching is good or better and because there has been a marked improvement in the use of data to track pupils' progress, teachers are now able to ensure that work set provides a good challenge for all groups of pupils. All classrooms present a calm and purposeful atmosphere where relationships are positive. However, there are inconsistencies. When teaching is less effective, it is because teachers spend too long introducing activities and this slows the pace of learning. In addition, teachers' questioning is not of consistently high quality. On occasion, teachers do not ensure that their questions demand sufficiently long and extended answers from pupils. Furthermore, learning is sometimes slowed in mathematics lessons by teachers spending too long on introductory mental and oral sessions.

Parents are enthusiastic supporters of the school. They are unanimous in saying that their children enjoy school, that they are safe and that overall, they are happy with their children's experience at school. The school enjoys an outstanding partnership with parents because their views are sought and valued. There are excellent arrangements to support children and their families whose circumstances make them vulnerable and there is impressive support from a wide range of parents who share in their children's education.

With the headteacher, the senior leadership team and governing body share a deep commitment to continuous improvement. An extended programme of professional development has benefited all groups of staff. Support staff, for example, are trained

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well and provide good support particularly for vulnerable pupils. Extensive training for the teaching staff has enabled them to be clear about their roles and responsibilities for the areas in which they lead. This has enabled them to make a good contribution to the outstanding monitoring and evaluation processes. Self-evaluation is very rigorous and accurate. The wide range of monitoring evidence gained through the close checking of provision and progress has enabled senior staff and governors to identify and tackle weaknesses well. Information is used exceptionally well to inform the high-quality improvement plan, which is an excellent tool for development. The success in tackling the issues from the previous inspection, including improving teaching and learning, has led to improved overall effectiveness.

What does the school need to do to improve further?

- Remove inconsistencies in the quality of teaching and further boost learning by:
 - ensuring that teachers do not spend too long introducing lessons
 - maintaining a brisk pace in all lessons
 - making sure that teachers' questioning of pupils demands extended answers in order to support their understanding of the learning
 - reducing the time that teachers spend on the mental and oral component of mathematics lessons.

Outcomes for individuals and groups of pupils**2**

Pupils thoroughly enjoy school and learning. They especially appreciate the exciting themed events such as the Haiti Week and mathematics and languages days that enliven learning. The large numbers of pupils who join the school at various points in Key Stage 2 make good progress from frequently low starting points, although not all attain the expected level at the end of Year 6. Those that have been in the school since the Reception Year make good progress, particularly in reading and writing. The school has successfully accelerated the learning of more-able pupils by providing focused support. This has resulted in an above-average proportion of pupils gaining the higher level in English. Work seen in lessons and from pupils' books and the school's own tracking data shows that current Year 6 pupils are on course to attain standards that are above average in both English and mathematics. Pupils are supportive of each other and work together well. For example in a good literacy lesson when pupils in Years 3 and 4 were learning to identify powerful verbs in instructional writing, the teacher ensured that pupils talked together in pairs and small groups. This meant that they were able to rehearse the vocabulary well and enjoy their learning. They successfully worked together to build the key features of instructional writing. Achievement is good for all groups of pupils. Those with special educational needs and/or disabilities are given good support towards reaching their specific targets.

Pupils feel very safe in school and know how to avoid danger. They know that their worries are tackled swiftly and effectively. Their behaviour is good and attitudes positive. Pupils are considerate to each other and respond particularly well to the

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school’s encouragement that they grow up to be healthy young people and this is reflected in the Healthy School award. The school council supports the school in this by promoting healthy food options and take-up of sport across the school very successfully. The pupils also take a keen interest in the wider community and gain a growing awareness of the lives of those in other countries. By the time that they reach Year 6, pupils develop into mature and responsible young people who have high self-esteem and are prepared well for their move to secondary education and life beyond.

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	1
Pupils’ behaviour	2
The extent to which pupils adopt healthy lifestyles	1
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?

The good-quality teaching is an important factor in the pupils’ progress. Planning is generally detailed and follows from an accurate analysis of tracking information about pupils’ progress. This ensures that work is usually matched well to pupils’ differing needs and imaginative and creative learning opportunities are provided. Lessons are lively and usually, though not always, conducted at a good pace. Teachers have good subject knowledge and explain ideas well and this too, supports good learning in lessons. In an outstanding Year 6 mathematics lesson for example, the teacher skilfully adapted her planning to address the misconceptions of some of her group when learning about different types of triangles. This boosted the learning of the whole class who thoroughly enjoyed calculating the angles in a triangle and made excellent progress in their learning. Teachers manage the pupils well and relationships are positive. Pupils are keen to answer questions even though these do not always demand extended responses from the pupils.

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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Provision for pupils with special educational needs and/or disabilities is good whether they are being taught alongside their classmates or in small withdrawal groups. Support from teaching assistants is valuable and significantly aids these pupils’ learning.

Pupils thoroughly enjoy the theme-based approach to the curriculum. This links many subjects within a topic. Year 6 pupils, for example, talk enthusiastically about the work on the ‘Terrible Tudors’ and how they enjoy their art, writing and information and communication technology sessions. The curriculum is strengthened by the strong emphasis that is made on ensuring that provision for music and the arts is good. This is demonstrated by the delight with which Year 5 pupils enjoyed an outstanding samba session taught by visiting musical specialists. In addition, there is a rich range of after-school activities and the high take-up of the activities demonstrates the pupils’ enthusiasm.

Pupils are cared for exceptionally well. Those who are experiencing difficulties in their lives, or who are having a difficult day, are supported very sympathetically. The school provides a wide range of support for pupils whose circumstances make them vulnerable. This includes special support each break and lunchtime. The high-quality of the work of the learning mentor contributes well to the excellent pastoral support. A number of parents or carers made positive comments about the very popular breakfast and after-school provision. These are very effective and provide high levels of care and support which the pupils thoroughly enjoy.

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	1

How effective are leadership and management?

The headteacher has transformed the school. Previously the school was satisfactory in almost all areas. Now provision is good and progress has been accelerated. It is her determination, drive and commitment that have captured the enthusiasm of all the staff to help to improve the school. She is supported by the very effective senior leadership team and middle managers. Working in close partnership with the governing body, she has added rigour and accountability to the school’s work which all staff have relished. This is because the staff have been given additional responsibilities, good training to meet their added roles, and all groups of staff say that they recognise how this has made them more effective and brought about improvement in the school. Teamwork is strong and staff morale high. The staff and

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the governing body, working in close partnership with the parents and carers, have been successful in creating a close and supportive community which benefits pupils' education and welfare.

Members of the governing body take a keen interest in the life and work of the school. They check provision for themselves and are provided with comprehensive information about progress and standards This enables governors to have a good understanding of the school's strengths and development needs. Governors also ensure that health and safety regulations are met and there are effective child protection arrangements in place, including effective safeguarding policies and staff training.

The school provides a cohesive community. It has close links with the local community with many visitors being welcomed into the school for special events. The school is committed to promoting equal opportunities for all its pupils. Discrimination of any kind is not tolerated and the school works in partnership with parents, carers and outside agencies well to remove any barriers to learning. Pupils respect differences and are inclusive in their attitudes. The school actively seeks to extend pupils' experiences about life within this country and also globally by the study of specific countries and different faiths. In addition pupils in Years 3 and 4 are further cementing links with Kimnyak Primary School in Tanzania that has included visitors and also exchanges of photographs and emails. At present the pupils are raising funds for the repair of the water tank at the school.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
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	1
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 classes with skills that are below those expected for

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their age, particularly in their communication, language and literacy and emotional skills. They make good progress in their learning due to the good-quality provision. This commences with excellent induction processes which enable the children to settle quickly and securely into the routines of the well-organised classrooms. The staff place a strong and appropriate emphasis on ensuring that the children’s welfare is at the heart of their provision. This results in children’s personal and social development being promoted particularly well.

The staff work closely as a team. They ensure that there is a good balance between those activities that they direct and those that the children decide for themselves. The classrooms provide an attractive and well-organised learning environment both inside and in the spacious outdoor learning spaces. Children’s progress in reading and writing benefits from a well-conceived emphasis being placed on developing the children’s skills in sounds and letters and this enables them to be confident when mark-making. It also supports their speaking and listening skills well. Assessments are used well to track children’s learning and to aid teachers’ good quality lesson planning. Even though provision is good, only a minority of children gain all the expected learning goals by the time that they enter Year 1.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

An above-average proportion of parents or carers completed the questionnaires. They were highly supportive of the school and these, along with the parents and carers met by inspectors, were effusive in their support of the school. They particularly value the parents’ forum and workshops and they say that this enables them to support their children’s learning at home. There were no areas in which more than a few parents or carers showed any concerns. Their views are summarised by the parent who wrote: ‘The headteacher and staff go out of their way to resolve any issue my child may have. The school is a very happy, friendly place to be and there is a wonderful atmosphere.’

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bugbrooke 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 130 completed questionnaires by the end of the on-site inspection. In total, there are 264 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	83	64	47	36	0	0	0	
The school keeps my child safe	98	75	32	25	0	0	0	0
The school informs me about my child’s progress	79	61	47	36	3	2	0	0
My child is making enough progress at this school	67	52	59	45	3	2	1	1
The teaching is good at this school	71	55	54	42	4	3	0	0
The school helps me to support my child’s learning	77	59	49	38	4	3	0	0
The school helps my child to have a healthy lifestyle	78	60	48	37	3	2	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)	73	56	55	42	0	0	0	0
The school meets my child’s particular needs	68	52	57	44	2	2	3	2
The school deals effectively with unacceptable behaviour	57	44	68	52	3	2	0	0
The school takes account of my suggestions and concerns	63	48	60	46	5	4	0	0
The school is led and managed effectively	83	64	44	34	3	2	0	0
Overall, I am happy with my child’s experience at this school	86	66	44	34	0	0	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.



9 November 2011

Dear Pupils

Inspection of Bugbrooke Community Primary School, Northampton, NN7 3PA

Thank you for making us so welcome when we visited your school. We really enjoyed seeing you working hard in lessons and getting on so well together. We think that you are very lucky to have so many different play spaces to enjoy during break and lunchtime. The many of you who were kind enough to speak to us showed how proud you are of your school. You are right to be, because yours is a good school.

We found that you really enjoy school, behave well and you make good progress in your learning. You have an outstanding knowledge about how to stay safe and to live healthy lives. Your headteacher runs your school well and she has good support from all the other staff. They understand how they could make it even better. Your teachers do a good job too. They teach you well and make sure that your topics are exciting and interesting. Everyone makes sure that you are extremely well cared for.

Even in a good school such as yours, there are always some things to do to make it better. We have asked your headteacher and governors to make even more of your lessons good or better. We have asked that teachers do not spend too long introducing lessons and that they make sure that the pace of your learning is brisk. We have asked your teachers to make sure that when they question you they do so in such a way so that you have to provide longer answers. In talking about your learning like this it will help you to remember! Finally, we have asked that teachers do not spend too long on the mental/oral starters in mathematics lessons.

You can help by making sure that you continue to concentrate well and enjoy your learning. We hope that you continue to enjoy your education as much as you do now.

Yours sincerely

Keith Sadler
Lead inspector

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