

Bozeat Community Primary School

Harrold Road, Bozeat, Wellingborough, NN29 7LP

Inspection dates 26–27 February 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress and achieve well across a range of subjects, including in English and mathematics. They make particularly good progress in Key Stage 1.
- Teachers are enthusiastic, plan creative lessons and possess good subject knowledge. Consistently good teaching promotes pupils' good progress.
- Pupils eligible for additional government funding make good progress and achieve results which are at least as good as others due to good resources and well-matched learning activities.
- Pupils are happy and feel safe. Attendance is above average and good punctuality allows lessons to begin promptly. Pupils are friendly and behave well in class, during breaks and at lunch times. Their good attitude to learning supports their good progress.
- The breakfast club and after school activities enhance pupils' learning and development.
- The headteacher is supported by staff and governors. Since the previous inspection, leaders have improved the quality of teaching and behaviour in the school so that both are consistently good.

It is not yet an outstanding school because

- Not enough teaching is outstanding because teachers do not clearly and consistently define learning objectives that help pupils make rapid progress during lessons.
- The patterns and trends in pupils' performance are not sufficiently evaluated and tackled through lesson planning and teaching.

Information about this inspection

- Inspectors observed six lessons. Two of these observations were completed jointly with the headteacher. Inspectors also observed breaks and lunchtimes, and attended registration and assemblies.
- Discussions were held with parents, pupils, staff, governors, the headteacher and a representative from the local authority.
- There was insufficient response to the online questionnaire (Parent View) for parents' views to register.
- A wide range of documents was examined including samples of pupils' work, information about pupils' progress, the school's development plan and self-evaluation, governors' reports and minutes, the school's questionnaires to staff, parents and pupils, records of any poor behaviour, and safeguarding documents.
- Inspectors listened to pupils read and observed reading lessons, including the teaching of phonics (the sounds that letters represent).

Inspection team

Sherry Gladwin, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is much smaller than the average-sized primary school.
- Most pupils are from White British backgrounds. There are well below average proportions of pupils from minority ethnic groups and pupils who speak English as an additional language.
- The proportion of pupils known to be eligible for the pupil premium is below average. This is additional funding for pupils in local authority care, those known to be eligible for free school meals and those with a parent in the armed forces.
- The proportion of disabled pupils and those who have special educational needs supported through school action is average. The proportion of pupils supported through school action plus or with a statement of special educational needs is well below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school works in partnership with the Wellingborough Education Partnership, providing support to neighbouring primary schools.
- The school provides a breakfast club for pupils at the start of each day and after-school activities.

What does the school need to do to improve further?

- Make more teaching outstanding and accelerate pupils' progress in reading, writing and mathematics so that the proportion who make good progress exceeds national expectations by:
 - raising teachers' expectations of what pupils can achieve, including the quality of presentation and handwriting.
 - ensuring teachers plan lessons based on clearly defined learning objectives and maximise pupils' progress during the lesson so they make rapid progress.
 - ensuring teachers understand the trends and patterns in pupils' performance and plan learning activities to address these.

Inspection judgements

The achievement of pupils is good

- Children enter Reception with skills and abilities close to those expected for their age. They settle quickly due to good induction arrangements. Good teaching prepares children well for entry to Year 1. They leave Reception with skills and abilities close to those expected for their age.
- In 2013, the large majority of pupils in Year 1 reached the required standard in the national phonics test. Pupils who re-took the test in Year 2 achieved the required standard. Pupils have a good grasp and understanding of phonics (the sounds that letters make). They apply their knowledge and skills confidently and accurately when reading. School information shows the majority of pupils currently in Year 1 are on course to meet the required standard in 2014.
- Attainment in both Key Stage 1 and Key Stage 2 is consistently above average over time. It varies, however, from year to year because of the small numbers in each cohort and the skills they start with.
- In 2013, pupils achieved above average results in reading, writing and mathematics at the end of Year 2. This was due to consistently good provision including teaching throughout Key Stage 1. School information shows the majority of pupils currently in Year 2 are on course to achieve similarly good outcomes in 2014.
- In 2013, pupils achieved above national average results in writing at the end of Key Stage 2 indicating significant improvement on 2012. Although the results in reading were also above the national average at the end of Key Stage 2, they were not as good as in 2012. In particular, the performance of girls was not as good as that of other girls nationally. Results in mathematics at the end of Key Stage 2 were broadly average and showed a decline on 2012 performance.
- The issues of poorer performance have been tackled through improved teaching and targeted support. Pupils currently in Year 6, make good progress in reading, writing and mathematics. School information shows the vast majority of pupils are on course to achieve results close to national averages which represents good progress from their individual starting points.
- In 2013, pupils, for whom the pupil premium provides support, were about a term and a half ahead of their peers. These pupils make better than expected progress due to good teaching and the effective use of funding to provide small group sessions and one-to-one tuition.
- Disabled pupils and those who have special education needs, and also the more-able pupils, make good progress due to the school's good provision, including additional support and activities which are not too easy or too hard.

The quality of teaching is good

- Teachers plan learning using the information they have about pupils and they design learning tasks which hold pupils' interest and help them to learn well. Lessons are creative and appeal to pupils. Teachers plan together and use their good subject knowledge to create exciting and unusual entry points to topics. For instance, when introducing 'Antarctica', a nest containing an egg was presented to pupils. The egg was incubated and the hatched chick used to simulate the life cycle of a penguin. Pupils enjoyed caring for the chick and this activity supported other areas of learning.

- Teaching assistants are well trained in delivering phonics. They work well with teachers to plan small group sessions. Pupils' progress is regularly checked so that those requiring support to close gaps in knowledge and understanding are catered for in a timely fashion. Additional support is well planned and helps pupils achieve skills appropriate to their age.
- Classrooms are attractive and pleasant spaces. Teachers model the school's values and manage behaviour consistently well. Pupils respond to teachers' requests quickly and sensibly. Pupils work sensibly on their own and in small groups. They particularly enjoy 'independent tasks' and spoke about these with great enthusiasm.
- The marking of literacy and 'Big Write' books is accurate, regular and thorough. Teachers have high expectations and show pupils how to improve so they progress to the next level. Pupils respond well to helpful comments by completing follow-up tasks. As a result, they make very good progress in developing writing skills. Consistently high expectations from teachers concerning what pupils can achieve, including the quality of handwriting and presentation speeds up pupils' progress.
- Teachers use questions skilfully to capture pupils' interest and stimulate their thinking. Pupils show good understanding and recall through the responses they provide. They are keen learners showing enthusiasm as they volunteer answers to questions that probe and challenge them.
- Pupils develop knowledge and skills quickly. Reading, writing and mathematics are taught well across all subjects and pupils make good progress as a result. Pupils benefit from opportunities to assess their own work against the 'steps to success' provided in lessons. These are helpful reminders of what they are aiming to achieve.
- Teaching is consistently good but not enough is outstanding to accelerate pupils' progress even more in reading, writing and mathematics. The patterns and trends in pupils' performance are not sufficiently evaluated and addressed through teaching. Lesson objectives are not clearly defined for pupils to sharply focus their learning and maximise their learning and progress.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils behave well in lessons and around the school. They are friendly, polite and helpful. Pupils are confident and keen to discuss their work with visitors. They work hard and enjoy receiving rewards. Their good attitudes to learning support their good progress.
- Pupils enjoy coming to school. Attendance is above average and pupils are punctual so that lessons begin promptly. The pupil premium is used to support the good attendance of eligible pupils.
- Behaviour is good at the well-managed breakfast club and this also helps support the high level of attendance and punctuality at the start of the day.
- Behaviour is consistently well managed. Good procedures are in place to record any inappropriate behaviour. School records show that there has been no fixed term or permanent exclusions recently. The 'Good to be Green' scheme recognises and rewards good behaviour and plays a significant role in improving behaviour. Pupils spoke of good improvements to behaviour in lessons and around the school. A few Year 6 pupils recalled feeling intimidated by older pupils when they were in Year 2.

- The school's work to keep pupils safe and secure is good. Pupils feel safe and happy in school. They know how to keep themselves and others safe at school and in the community. Leaders ensure that safeguarding meets statutory requirements, that pupils understand road safety and use the internet safely.
- Pupils understand bullying in its various forms, including racist, homophobic and cyber bullying. The school's successful anti-bullying initiatives have reduced unpleasant exchanges between pupils and made the school a safe place. The buddy scheme pairs older and younger pupils together for activities like reading and lunchtime games. This reduces barriers and develops care and compassion. Pupils explained that relationships could be further strengthened by being given more opportunities to take responsibility and good personal, social and health education.
- The school effectively supports pupils with challenging behaviour. School information shows that staff work sensitively with pupils and their families, drawing on a range of external agencies to foster good self-management by pupils. Parents praised the school for its good support in this area.

The leadership and management are good

- The headteacher, supported by leaders at all levels, have successfully addressed the key issues raised in the previous inspection report. As a result, there is consistently good teaching in the school, which is promoting better progress for pupils.
- The Early Years Foundation Stage is well led. Good teaching and good resources ensure that children are able to make good progress.
- School leaders and governors set high expectations for teaching and learning, and pupils' progress. Key issues are identified in the school development plan and addressed through good strategic planning, staff training and targets for staff performance. Regular checking of progress toward targets support the school's good progress. Senior and subject leaders demonstrate that there is a good capacity to sustain improvement.
- The local authority has provided support to improve the quality of teaching and learning, particularly in English and mathematics.
- Through the Wellingborough Education Partnership the school leaders are able to use their skills to support other local primary schools.
- The broad range of subjects studied, together with various clubs and activities including sporting, technical, social and artistic, promote the good spiritual, moral, social and cultural development of pupils. The sports funding is being used to create a new physical education curriculum, purchase new equipment and improve the skills of the school's physical education co-ordinator. This is improving the quality of teaching.
- Communication with parents is good. Subject based workshops including literacy and e-safety help parents become familiar with subjects taught in school and understand how to keep their children safe.
- The school promotes equality of opportunity for all pupils. The recent underperformance by girls has been tackled so that they make progress that is at least as good as that of boys. There is no discrimination within the school.

■ **The governance of the school:**

- Governors provide good challenge and support to school leaders. The governing body is well organised and meetings are planned and recorded. Governors maintain strong links with the school, they monitor initiatives in the school's development plan and visit the school regularly. They have a very good understanding of the school's strengths and areas for development because they receive accurate reports from the headteacher and ask probing questions. Governors manage financial resources with prudence so that staffing, resources and the environment support pupils' good progress. Staff performance targets, including those of the headteacher, are key components in driving school improvement and raising standards for pupils. Pay progression is based firmly on staff meeting their targets including pupils' making good progress.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	121796
Local authority	Northamptonshire
Inspection number	440580

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	119
Appropriate authority	The governing body
Chair	Paul Dudley Smith
Headteacher	Emma O'Brien
Date of previous school inspection	2–3 December 2010
Telephone number	01933 663840
Fax number	None
Email address	bursar@bozeat.northants-ecl.gov.uk

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