

# The Brigg Infant School

39 South Street, South Normanton, Derbyshire, DE55 2DA

**Inspection dates** 21–22 January 2015

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Senior leaders do not have an accurate view of the school's effectiveness.
- Senior leaders' actions to ensure accuracy of assessment and to secure improvements in teaching have not been rigorous enough.
- Pupils' progress from their different starting points in reading, writing and mathematics are not consistently good.
- The quality of teaching, including in phonics (the sounds that letters make), is not consistently good. This is because teachers do not regularly use information about what pupils already know and can do to plan work which is always challenging enough, especially for the most-able pupils.
- Leaders of subjects do not check on the quality of teaching closely enough. This reduces their ability to drive improvements in their areas of responsibility.
- Pupils do not have enough opportunities to respond to teachers' marking or to show how they have improved their work.
- Opportunities for the professional development of staff are too limited at all levels.
- The outside environment in the early years does not provide children with a full range of learning experiences across all areas of learning.

### The school has the following strengths

- The new headteacher is taking rapid action to address weaknesses.
- The new Chair of the Governing Body is ensuring that the governing body is well informed and holding senior leaders fully to account.
- The school has good relationships with parents and carers, who are supportive of the school and the new headteacher.
- The school is making effective use of the primary sports funding to improve facilities and increase pupils' participation in a range of sports.
- Pupils enjoy coming to school and this is reflected in their above-average rates of attendance.
- The school is a happy and caring community where all pupils are valued and given equal opportunities.

## Information about this inspection

- Inspectors observed learning in 11 lessons, including two observations carried out jointly with the headteacher. Inspectors observed the teaching of early reading skills and listened to pupils reading. Inspectors also observed one assembly, talked with pupils about their school and looked at examples of pupils' work in all year groups to gain a view of the impact of teaching over time.
- Meetings were held with the headteacher, senior leaders, subject leaders, representatives of the governing body and a representative from the local authority.
- The inspectors spoke to parents informally at the beginning of the school day. They also took account of the 47 responses to Parent View, the online questionnaire for parents. Inspectors took account of 22 responses to the staff questionnaire.
- Inspectors looked at a range of documentation including: the school's own self-evaluation and plans for improvement; the school's evaluation of the quality of teaching and learning; school policies; the school's most recent data on the attainment and progress of pupils; information provided to families; information relating to the safeguarding of pupils; and the school's most recent data relating to attendance and punctuality of pupils.
- The inspectors considered the range and quality of information provided on the school website.

## Inspection team

Dorothy Bathgate, Lead inspector

Her Majesty's Inspector

Clare McGarey

Additional Inspector

## Full report

### Information about this school

- The Brigg Infant School is smaller than the average-sized primary school.
- Children in the early years are taught in two classes and attend full-time.
- The majority of pupils are of White British heritage.
- At 19%, the proportion of pupils with special educational needs is above average.
- At 20%, the proportion of disadvantaged pupils eligible for pupil premium funding is below that which is found nationally. The pupil premium is additional funding provided to give extra support to those pupils known to be eligible for free school meals and to looked after children.
- A new headteacher was appointed in September 2014.
- There is currently a temporary deputy headteacher in post.
- The school has achieved national Healthy Schools status and has been awarded the International School award at intermediate level.

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

- Improve the quality of teaching and raise pupils' achievement by:
  - ensuring that teachers have high expectations of what all pupils can achieve
  - planning lessons based on information about what pupils already know and can do
  - setting work that is at the appropriate level to move learning on and challenge pupils, especially the most-able
  - ensuring the daily teaching of phonics is of the highest quality for all pupils
  - providing pupils with regular opportunities to review and respond to teachers' marking
  - fully using the outdoor area to improve the youngest children's development in all areas of learning
  - providing more opportunities for the professional development of all staff.
- Improve leadership and management by:
  - developing the skills, knowledge and influence of all subject leaders
  - ensuring that all staff build greater confidence and understanding in accurately assessing pupils' work.

## Inspection judgements

### The leadership and management requires improvement

- Since the previous inspection, actions to bring about improvement have not been rigorous enough in securing accurate assessment procedures and consistently good teaching across the school. As a result, pupils' progress from their different starting points is not consistently good.
- Although the recently appointed headteacher is swiftly developing a clear understanding of the school's improvement priorities, the school's self-evaluation is over-generous.
- The headteacher has made a strong start in her new role. She is successfully setting higher expectations and sharing a clear vision for the development of the school. She has quickly secured the confidence and support of staff and parents. Although a number of changes have been introduced, there has not been time for these to have a significant impact on teaching and pupils' achievements. In particular, the headteacher recognises that there is much more to do to ensure that all staff develop a good understanding of assessment to ensure that pupils' work is accurately assessed across the school.
- Leaders with responsibilities for subjects have not been given sufficient opportunities to update their skills. They do not regularly undertake work scrutiny, lesson observations or review progress data in order to evaluate effectively the quality of teaching and the extent to which this is having a positive impact on pupils' achievement. Consequently, they are not driving improvements in their areas of responsibility.
- The recent introduction of themed weeks, as well as more frequent visits and visitors, including theatre groups and artists, are beginning to enrich the school's range of subjects. Pupils learn about other religions and faiths and this is preparing them for life in modern Britain.
- School leaders are effective in promoting pupils' spiritual, moral, social and cultural development. Provision for pupils' moral and social understanding makes a positive contribution to creating a happy, caring and harmonious community.
- The headteacher recognised that pupils in receipt of the additional funding were not doing as well as they could. Provision and interventions have been reviewed for these pupils to ensure more effective support. Observations and school data show that they are now making faster progress than previously.
- The school has a highly inclusive ethos. Staff successfully create an environment in which everyone feels valued and has an equal chance to succeed. This helps foster good relations and tackles discrimination.
- The school is making good use of the primary physical education and sport premium. A number of initiatives have raised attainment. These include the employment of a lunch-time play leader and the introduction of dance and gymnastic festivals for pupils in Year 2. This year, the school has plans to create a new playground, supported by Sport England (Primary Spaces) funding.
- Relationships with parents are overwhelmingly positive. Parents who responded to the online questionnaire and those who spoke with inspectors praise the work of the school. They appreciate the improved systems for communication and the high-quality pastoral care provided by all staff.
- Senior leaders are currently working more closely with the junior school to ensure that pupils have better continuity of learning between Key Stage 1 and 2. There are secure plans for staff from both schools to assess and moderate pupils' work together to gain a shared understanding of standards, as well as an exciting two week transition project.
- The school's arrangements for safeguarding pupils and checks on staff meet statutory requirements. The school works well with other agencies to ensure pupils remain safe.
- The local authority has provided light-touch support for the school through its core provision for monitoring, challenging and supporting schools. This has not fully supported senior leaders in gathering

robust assessment information, improving teaching and learning and ensuring that they have an accurate evaluation of how well the school is doing.

### ■ The governance of the school:

- Governance is effective. Governors have a strong commitment to the school. The new Chair of the Governing Body is ensuring that they are better challenging leaders to account for the school's performance. Governors are aware of the implications of nationally produced data on the school's performance, which presents a more positive view of pupils' progress than the school's own most recent data. They understand there are weaknesses in assessment procedures and in teaching and are driving for improvement. They are ensuring that pay and progression better reflect teachers' individual effectiveness through improved systems for managing teachers' performance. They are well informed about the current steps being taken to close the gaps in attainment between disadvantaged pupils and their peers and are carefully monitoring this. Governors ensure that statutory duties are met, including those for the safeguarding of pupils. They are alert to the possible impact of wider safeguarding issues, such as extremism and radicalisation, on children's well-being.

## The behaviour and safety of pupils

## requires improvement

### Behaviour

- The behaviour of pupils requires improvement because many pupils are not always ready and eager to learn. This is often because lessons are not planned well enough to meet the needs of all pupils. Consequently, they quickly go off task and the pace of learning slows.
- Pupils are polite and friendly. Their conduct is good. They are keen to make sure that everyone is safe and happy. Pupils are courteous to adults in both lessons and at lunchtime. For example, they behaved sensibly during the poor weather on the inspection.
- Systems for managing behaviour have been reviewed recently. These are working well and there has been a fall in the number of incidents of poor behaviour. Pupils are proud to collect rewards for good behaviour and explain why they have received them.
- The school has introduced new systems to encourage regular attendance, such as the 'wise owl' and non-uniform days each term for the class with the highest attendance. As a result, attendance is above average and pupils are keen to come to school.
- There have been some fixed-term exclusions this year for a very small number of pupils. The school works closely with the parents and carers of these pupils to improve behaviour. The school is highly successful in helping these pupils re-settle in their classes.

### Safety

- The school's work to keep pupils safe requires improvement. Leaders place a high priority on keeping pupils safe. They make sure that access to the school is secure with good systems for signing in and out. Risk assessments are in place and show that adults have thought carefully about potential hazards and how to prevent accidents. The headteacher is taking swift action to ensure that all policies provide links to current guidance and reflect recent staffing changes.
- Pupils understand what constitutes bullying and how upsetting this can be. However, pupils report that bullying does not happen in their school. For example, the use of 'playground friends' ensures no-one is left out at playtime.
- Pupils and parents report that the school is a safe place to be. Pupils are developing a good understanding of how to keep themselves safe and are encouraged to use a range of tools and equipment, such as scissors, on their own.
- Pupil says they feel safe in school and talk confidently about seeking help from adults when they need it.

**The quality of teaching** requires improvement

- Teachers' expectations and the level of challenge presented to many pupils in reading, writing and mathematics, particularly the most-able, are too low. Consequently, the impact of teaching on learning and achievement is not good.
- Teachers often direct pupils of different abilities to the same task at the same point. Teachers have not, until very recently, had sufficiently detailed and accurate knowledge of data relating to pupils' progress and attainment to support their planning of learning. Consequently, tasks are not consistently effective in maintaining a good level of challenge to all pupils so their learning moves on.
- A lack of focus on the improvement of teaching and limited professional development opportunities have together contributed to teachers' underperformance. Consequently, pupils have not been making consistently good progress over time.
- There is limited provision for the most-able pupils. The lack of challenge in teaching has a particular impact on this group. Although they are identified in planning, too often the work is not well matched to their needs. Consequently, they are often frustrated and hindered in their learning
- The school has recently introduced a new marking policy. Teachers mark work conscientiously and are beginning to identify clearer next steps in learning. However, there are too few opportunities for pupils to reflect and act upon teachers' suggestions for improvement.
- Teaching assistants provide some effective support for small groups of pupils. For example, teaching assistants who lead positive play and the nurture group are highly skilled and effective in developing individual programmes of support for pupils based on thorough diagnostic assessments. As a result, these pupils make good progress. However, small-group support in classes is less effective. This is because teaching assistants do not always have the skills or subject knowledge they need and have not had the necessary support or training to improve these.
- The support for disadvantaged pupils has recently been reviewed and is now well organised. These pupils are receiving high quality intervention work and, as a result, they are making more rapid progress.

**The achievement of pupils** requires improvement

- Nationally produced data in recent years, including in 2014, indicate that pupils' attainment at the end of Key Stage 1 is typically above average. However, the school's most recent and more rigorous assessment information, its most recent progress data and pupils' work, confirm that pupils are not making as good progress as the national data show.
- The most-able pupils do not attain the higher levels that they should because they are not sufficiently engaged and challenged in their learning.
- As a result of recent improved intervention work, the gap between the achievement of disadvantaged pupils and that of other pupils in the school is reducing in reading and writing, but not in mathematics. The school is well focused on tackling this.
- Teaching assistants provide some good support for pupils who are disabled or who have special educational needs. As a result, some individuals do well. However, the lack of accurate assessment, until very recently, means that teachers do not always plan suitable activities to meet the needs of these pupils. Consequently, the achievement of this group is uneven.
- The teaching of phonics has been reviewed and there is some good practice. However, this is not consistent across the school. Senior leaders recognise that there is more to do to ensure that all pupils rapidly develop their skills in blending and sounding letters so that they can unlock new words and become confident readers.

**The early years provision****requires improvement**

- Many children join the Reception class with limited skills in speech, language, listening, reading and writing. The staff are alert to these needs and help children to move on in these areas. For example, they take every opportunity to introduce children to a wider vocabulary and regularly share stories, poems and rhymes. However, less than half of all children reached a good level of development in 2014 at the end of the Reception year. This means that too many children are not well prepared for their next stage of learning.
- Teaching is generally good, with staff providing interesting opportunities to support children's learning. However, reading, writing and mathematics are not always promoted well enough across all areas of learning. For example, opportunities are missed for children to practise these skills in the role-play area.
- The new outdoor learning environment is still being resourced. The early years leader is aware that it does not fully reflect the indoor learning area and as a result, limits children's progress.
- The leadership of the early years has only recently been put in place. Consequently, the team has had a limited time to make some of the necessary changes to this key stage.
- Children learn routines quickly and respond appropriately to the expectations of their behaviour. Their progress in social and emotional development is good. They are encouraged and supported to dress themselves and take responsibility for their own personal hygiene and to make choices and collaborate with each other.
- Adults are checking more closely on how well children are doing and are recording their observations in more detail. This information is being used by the leader to plan subsequent activities which will move them on more quickly in their learning. There is a strong commitment to ensuring that children have the best possible start to school life.
- Parents speak positively about how quickly their children settle when they start school. Parents enjoy contributing to their child's learning and development through adding leaves to the 'achievement tree', attending open sessions and using the bedtime story bag.

## 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

<b>Unique reference number</b>	112623
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	453173

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

<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>	162
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Barry Thacker
<b>Headteacher</b>	Alison Spencer
<b>Date of previous school inspection</b>	15 June 2011
<b>Telephone number</b>	01773 811317
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