

The Brigg Infant School

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

Inspection dates

3–4 July 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The headteacher and deputy headteacher lead by example. Together with staff, they have taken effective action to improve the school since the previous inspection.
- Leaders and governors know the school well. They are not complacent and are determined for further success. They are aspirational for all pupils.
- Senior leaders have cultivated an effective staff team. Staff morale is high. Parents and carers trust staff to provide a high level of care for their children.
- Pupils' outcomes in reading, writing and mathematics have improved significantly since the previous inspection. Most pupils make strong progress in these subjects.
- The curriculum offers rich and meaningful learning experiences. Pupils enjoy many opportunities to visit new and exciting places.
- The provision for pupils' spiritual, moral, social and cultural development is strong.
- Additional funding is used successfully to ensure that most disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND) catch up and keep up in reading, writing and mathematics.
- Pupils love coming to school. They are polite, tolerant and friendly. Most pupils behave well.
- Staff have good relationships with pupils. Teachers work hard to build pupils' positive attitudes to learning.
- Teachers in key stage 1 have good subject knowledge. They use this to plan effective lessons and to ask challenging questions.
- Writing and mathematics lessons are well sequenced and taught. However, some activities and feedback do not stretch and challenge the most able pupils to achieve more highly.
- The teaching of phonics is effective for most pupils. However, lower-attaining pupils do not decode words accurately. Not enough of them reach the expected standard of the Year 1 phonics screening check.
- Some governors are increasingly effective at holding leaders to account. However, those new to role require further training to understand their responsibilities.
- Although improving, some subject leaders do not have a sharp enough understanding of the quality of teaching and learning in their areas of responsibility.
- The early years requires improvement. Staff expectations of what some children can achieve are too low. Some children are not well prepared for Year 1.

Full report

What does the school need to do to improve further?

- Improve the effectiveness of leadership and management, by ensuring that:
 - subject leaders continue to develop their role in monitoring, evaluating and improving the quality of teaching and learning in their areas of responsibility
 - governors receive training to increase their abilities to hold leaders to account for the school's performance.
- Improve the effectiveness of teaching and learning and improve outcomes, by ensuring that teachers:
 - plan activities and provide feedback that is well matched to the abilities of the most able pupils in writing and mathematics so more exceed the expected standards
 - improve the decoding skills of lower-attaining pupils so more can successfully read words and achieve the expected standard of the Year 1 phonics screening check.
- Improve the effectiveness of early years, by ensuring that:
 - staff have high expectations of what children can achieve in writing and numeracy so more are able to access tasks that will enable them to achieve a good level of development
 - staff interactions and use of questioning are purposeful and develop children's knowledge, skills and understanding.

Inspection judgements

Effectiveness of leadership and management

Good

- Senior leaders have worked with determination to improve the school. They have successfully addressed many of the weaknesses identified at the previous inspection. The quality of education that pupils receive in most year groups is good.
- Senior leaders are aspirational for all pupils. They understand the barriers that exist for pupils and their families and are committed to overcoming these. Leaders, supported by staff, have established a caring and nurturing school that sits at the heart of the community. A typical pupil comment was, 'Our school feels just like a home.'
- Senior leaders and governors know expertly the strengths and weaknesses of the school. They are honest and reflective. They understand there are some areas of the school that require more work and have effective plans in place to rapidly improve these areas.
- The headteacher has cultivated an effective and cohesive team whose members share her ambitions for the school. Staff feel valued and well supported by senior leaders. They are proud to work at the school. Staff morale is high.
- Leaders build effective partnerships with parents and carers. They have worked hard to engage and support families. Leaders have earned the trust of the local community. A typical parental comment was, 'We just love this school and all it does for us.'
- The leadership of English and mathematics is strong. Leaders have significantly improved the quality of the curriculum in these subjects. There is a consistent and well-structured approach to teaching. Leaders monitor the quality of teaching and learning and quickly identify pupils who begin to fall behind. They provide effective and timely support to improve the quality of teaching and learning so that these pupils catch up and keep up.
- The provision for pupils with SEND is rapidly improving under the leadership of the special educational needs coordinator. Leaders are quick to identify pupils with SEND. They liaise with parents and a range of external agencies to ensure that these pupils receive the support they need. Leaders, supported by staff, adapt the curriculum carefully to ensure that it meets pupils' needs. Leaders deploy teaching assistants effectively to support pupils with complex SEND so they can access the curriculum alongside their peers.
- Leaders ensure that pupil premium funding for disadvantaged pupils is targeted thoughtfully. Leaders know the barriers that exist for these pupils, academically, socially and emotionally. They provide a range of support for disadvantaged pupils, including one-to-one writing conferences, additional targeted feedback, 'hopes and dreams' meetings and music tuition. Funding is used to provide early support for disadvantaged children in early years to improve speech and language difficulties.
- The physical education (PE) and sport funding is used effectively. Funding is used to provide access to new and different sports such as judo, taekwondo and archery. Leaders employ specialist sports coaches to lead PE sessions and develop the skills of teachers in gymnastics, dance and games. Pupils attend a wide range of competitive,

sporting events such as boccia, dance, athletics and ball skills festivals.

- The provision for pupils' spiritual, moral, social and cultural development is strong. Leaders ensure that pupils have opportunities to reflect on their own beliefs through a daily act of collective worship, visits to different places of worship and 'well-being days' when pupils practise mindfulness and yoga. Pupils are tolerant. They have many opportunities to discuss and debate world issues. They understand the importance of kindness, mutual respect and democracy.
- The curriculum is broad, balanced and meaningful. Leaders know that some pupils' experiences of the wider world are limited. Leaders and teachers plan the curriculum to ensure that pupils visit new places such as zoos and museums. The curriculum is designed to encourage pupils to think critically and investigate, using a range of key questions, for example, 'Would a dinosaur make a good pet?'
- Subject leaders have made a promising start to their roles. They ensure that the curriculum is taught and that it meets the requirements of the national curriculum. However, they do not thoroughly monitor and evaluate the quality of teaching, learning and assessment in their areas of responsibility. They do not always know if pupils make the best possible progress in subjects other than English and mathematics.

Governance of the school

- Governors know the school well. They understand the strengths and weaknesses of the school's performance. They receive detailed reports from leaders about the impact of actions taken to improve pupils' outcomes.
- Some governors make regular visits to the school. This ensures that governors can check the impact of actions taken by leaders and the progress towards addressing school development priorities.
- The governing body fulfils its statutory safeguarding duties and ensures that leaders have effective systems in place for keeping pupils safe in school. The safeguarding governor is well trained and makes regular checks of the school's recruitment and vetting procedures.
- The governing body carefully audits the skills of governors. Some governors attend training to improve their effectiveness. Consequently, these governors can interpret a range of school performance information and ask challenging questions of leaders. However, a significant number of governors are new to role. These governors have not yet received enough training to enable them to effectively hold leaders to account.

Safeguarding

- The arrangements for safeguarding are effective.
- There is a strong safeguarding culture that permeates the school. Leaders are acutely aware of the issues facing vulnerable families, including substance misuse and domestic violence. They ensure that staff are well trained, and their knowledge is regularly updated. Staff know pupils very well. Consequently, staff are vigilant and aware of the signs of abuse and how to access early help for pupils.
- Pupils' safety and well-being are of paramount importance. Leaders are tenacious in

seeking and providing support for families at the earliest possible stage. For example, 'positive play' and 'therapy dog' sessions are run for pupils who require time to talk, while parents are signposted to services such as foodbanks. Leaders work well with a wide range of external agencies, such as multi-agency support teams and social workers. Leaders contribute effectively to plans to support pupils who are on the child protection register.

- Pupils are safe in school. Pupils say that they can speak to any adult about their concerns. They can write down their worries using the 'worry monsters' in their classrooms or the 'golden post box' in the hall, knowing an adult will read them and provide help. Pupils are taught how to stay safe and can effectively identify and respond to a wide range of potential dangers. They know how to stay safe online and how to protect their bodies using the 'PANTS' rule. Parents agree the school is a safe place for their children.

Quality of teaching, learning and assessment

Good

- Teachers have positive relationships with pupils. They know pupils well and tailor learning to meet the needs of most pupils. As a result, pupils enjoy coming to school. A typical pupil comment was, 'The teachers always find a way to make me happy.'
- Teachers work hard to develop pupils' positive attitudes to learning. They reinforce the school's 'learning to learn' values of resilience, perseverance and cooperation throughout lessons. Consequently, more pupils can work independently and learn from the mistakes they make.
- Teachers in key stage 1 use questioning effectively. They ask thoughtful questions that encourage pupils to think and improve their work. For example, in one English lesson, the teacher asked, 'Where could you use a conjunction in your sentence?'
- Teachers and teaching assistants check pupils' work and quickly address misconceptions. As a result, pupils can correct and improve their own work. For example, in one lesson the teacher repeated a pupil's sentence and asked, 'Do we say "comed" or "came"?'.
- Teachers have good subject knowledge. They use this knowledge to plan well-sequenced units of work and to think carefully about the order in which they teach new concepts in most subjects. As a result, most pupils' skills in English and mathematics build and develop effectively over time.
- Teaching assistants are used effectively to support pupils with SEND. They provide bespoke one-to-one and small-group support. They work hard to develop pupils' social and emotional skills. They develop these pupils' confidence and self-esteem so that they can access lessons and learning alongside their friends.
- Subjects other than English and mathematics are typically well taught. Teachers ensure that learning across the curriculum is well connected. There are many opportunities for pupils to develop writing skills in other subjects. For example, pupils write about visits to the local church, science experiments and famous kings and queens from the past.
- The teaching of mathematics is improving rapidly. Teachers ensure that there are many opportunities for pupils to problem solve and reason mathematically using physical and visual resources. They ensure that activities are well matched to most

pupils' abilities. However, there are occasions when the most able pupils are not sufficiently challenged throughout lessons. Sometimes, these pupils have completed work that is too easy.

- Teachers and teaching assistants apply the school's marking and feedback policy consistently. Most pupils receive feedback that deepens their knowledge and understanding. However, the most able pupils are not given feedback in writing that would help them to acquire the skills needed to attain more highly in this subject.
- The teaching of phonics is effective for most pupils. Teachers model letters and sounds accurately and develop pupils' abilities to segment and blend to read words. However, teaching is not always adapted effectively to meet the needs of lower-attaining pupils. They are often taught too many different letters and sounds in one lesson. These pupils do not retain or apply the phonic knowledge they have been taught when reading words in books.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils really enjoy coming to school. They say that teachers are kind and caring. As one pupil summed it up, 'Being in school is like being in heaven.'
- Pupils are tolerant and respectful. They enjoy being together. Pupils say that everyone is welcome in school. A typical pupil comment was, 'Everyone is equal.'
- Pupils enjoy being responsible and make valuable contributions to the school. For example, some pupils act as 'milk monitors' and 'digital leaders', while others are members of the school council and support decision-making processes such as 'What school pet should we buy?'
- Pupils increasingly enjoy the challenges of learning. They are becoming more resilient. They talk about the 'Fabulous Fox' and the types of skills he demonstrates in learning, such as perseverance. They apply these skills in their own learning. A typical pupil comment was, 'I never, NEVER give up!'
- Pupils have a good understanding of how to lead healthy lifestyles. They know the importance of eating different fruits and vegetables. They understand the need to drink water throughout the day. They enjoy being active and running a weekly mile around the local park with parents.
- Pupils have an age-appropriate understanding of how to stay safe, including online. They understand how to report concerns and worries and not to give out personal information when using the internet.

Behaviour

- The behaviour of pupils is good.
- Staff have high expectations of pupils' behaviour. They apply the school's behaviour policy effectively. Most pupils are polite and well mannered. They behave well in

lessons and at breaktimes.

- Leaders ensure that there are clear rewards and sanctions in place to encourage pupils' good behaviour. For example, pupils enjoy earning 'dojo points' and attending picnics with the headteacher. School assemblies are used effectively to recognise and celebrate 'Friendship, Achievement and Behaviour (FAB)'.
- Leaders ensure that staff are well trained in behaviour management strategies. Staff have received 'anger gremlins' and 'attachment awareness' training so they are better equipped to understand the causes of poor behaviour. Staff support pupils with complex behavioural needs effectively.
- Most pupils attend school regularly and are punctual. The school's attendance figures have been at least in line with the national averages for the last three years. Leaders use a comprehensive suite of strategies to improve the attendance of pupils who are persistently absent from school. For example, 'attendance clinics' with the headteacher and referrals for early help are used to support families with difficulties. As a result, the number of pupils who are persistently absent from school is below the national average and reducing over time.

Outcomes for pupils

Good

- Since the previous inspection, pupils' outcomes have continued to improve in reading, writing and mathematics. The proportions of pupils achieving the expected standards in these subjects in 2018 were at least in line with the national averages. Provisional results for the end of key stage 1 in 2019 show that these outcomes have been sustained.
- Historically, disadvantaged pupils have not performed as well as others in reading, writing and mathematics. The effective use of additional funding and targeted support has improved outcomes for these pupils. Disadvantaged pupils now attain at least as well as other pupils in these subjects.
- Current pupils' work shows that most pupils, including disadvantaged pupils and pupils with SEND, make good progress in reading, writing and mathematics from their starting points at the end of early years.
- Pupils make good progress in subjects other than English and mathematics. The quality of pupils' work is good. Pupils retain much of the knowledge they are taught and can recall this in discussions. For example, pupils in Year 2 were able to recall information about a visit to the local gurdwara.
- The proportions of pupils achieving the expected standard in the Year 1 phonic screening check are declining over time. Although the proportions of pupils reaching the expected standard are broadly in line with the national averages, too few of the lower-attaining pupils achieve it. Consequently, these pupils cannot decode words accurately or read fluently as they move into Year 2.
- The proportions of pupils achieving greater depth within the expected standards in reading, writing and mathematics are improving over time. However, some of the most able pupils could make better progress in writing and mathematics. Leaders' actions to date have not been fully effective in ensuring that these pupils receive work or

feedback that is suitably challenging.

Early years provision

Requires improvement

- The early years provision requires improvement. Leaders' actions to improve the quality of teaching and learning in early years have not been fully effective. While outcomes in key stage 1 are improving, the number of children attaining a good level of development in early years has stalled since the previous inspection. Some children are not as well prepared for Year 1 as they could be.
- Staff expectations of what some children can achieve are too low, particularly in writing and numeracy. Some activities are not well matched to children's abilities and provide very few opportunities to write phrases and sentences and develop mathematical understanding. Some children do not make the progress of which they are capable and do not attain a good level of development by the time they leave early years.
- Teaching assistants are not deployed effectively. Sometimes, they do not explain learning clearly or use questions to check or extend children's knowledge and understanding. They do not model their own thinking effectively. As a result, some children do not understand the tasks set and children's play and thinking are not well developed.
- Children, including disadvantaged children and children with SEND, enter early years with skills typically below those expected for their age, particularly in communication and language. The effective use of additional funding improves children's speech and language skills quickly. For example, leaders use funding to provide 'Every Child a Talker' programmes, one-to-one speech and language interventions, and 'nursery narrative' small-group support work.
- The curriculum is designed to motivate children and is based on their interests. For example, children were engaged in the story of Cinderella. Staff provided opportunities for children to build castles using cardboard in the outdoor area and carriages in the construction area.
- Staff establish routines and model high expectations for behaviour. Most children listen and concentrate well. As a result, most children are calm, well behaved and ready to learn.
- Staff work hard to develop children's personal, social and emotional development. Children play well together. Most children can take turns, share toys and cooperate well.
- Staff are well trained. They receive training in safeguarding and designated staff receive paediatric first-aid training. Staff are knowledgeable about procedures to keep children safe from harm.
- Staff draw upon the expertise of external agencies when needed. This includes, for examples, educational psychologists, speech and language therapists, and physiotherapists to provide timely support for children with SEND.
- The partnership between staff and parents is constantly improving. Staff provide a range of workshops for parents, such as on online safety and phonics. Staff ensure that there is an 'open-door' policy so parents can speak to them regularly about their child's

learning. Parents are positive about their children's experiences of early years.

School details

Unique reference number	112623
Local authority	Derbyshire
Inspection number	10087339

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

Type of school	Infant
School category	Maintained
Age range of pupils	4 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	161
Appropriate authority	The governing body
Chair	Mel Cooke
Headteacher	Alison Spencer
Telephone number	01773 811317
Website	www.brigg.derbyshire.sch.uk
Email address	enquiries@brigg.derbyshire.sch.uk
Date of previous inspection	13–14 November 2016

Information about this school

- The school is an average-sized infant school.
- The proportion of pupils with SEND is average.
- The proportion of disadvantaged pupils is average.
- The proportions of pupils from minority ethnic backgrounds and of pupils who speak English as an additional language are well below those seen nationally.

Information about this inspection

- Inspectors observed learning in all classes. Inspectors listened to pupils read in Years 1 and 2. Inspectors met with groups of pupils to talk about their learning and experiences in school. Inspectors scrutinised pupils' work with the leaders for English and mathematics. Inspectors observed pupils' behaviour at playtimes and lunchtimes and observed one assembly.
- Inspectors held meetings with the headteacher, deputy headteacher, special educational needs coordinator, leader of the early years, middle leaders and members of the governing body. The lead inspector also met with a representative from the local authority.
- A wide range of documents was scrutinised, including those relating to safeguarding, behaviour, pupils' performance, attendance, and records of the school's monitoring and evaluation of the quality of education. Inspectors also examined the school's plans for improvement, plans for the use of and impact of additional funding, minutes from meetings of the governing body, and information available on the school's website.
- Inspectors spoke with parents informally at the start of the day. There were also 20 responses to Parent View, Ofsted's online questionnaire. Inspectors took account of the 20 responses to the staff survey and the 31 responses to the pupil survey.

Inspection team

Steve Varnam, lead inspector

Her Majesty's Inspector

Caroline Evans

Ofsted Inspector

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