

Inspection of school: Bringhurst Primary School

Great Easton Road, Bringhurst, Market Harborough, Leicestershire LE16 8RH

Inspection dates:

8 and 9 November 2022

Outcome

Bringhurst Primary School continues to be a good school.

What is it like to attend this school?

Bringhurst Primary School promotes a strong culture of ambition, achievement and respect. Pupils are proud of their school and show positive attitudes to their learning. Leaders consider reading to be the 'bedrock' of the curriculum and staff promote a love of reading. Teachers read daily to pupils. They model how to read fluently and with expression. The library is at the heart of the school community. The school librarians take pride in creating a space in which pupils enjoy reading.

Staff have high expectations of what all pupils can achieve. Pupils meet these expectations. Pupils feel safe and happy at school. One pupil said, 'All the teachers are very kind and they always listen.' There are clear and robust systems in place to promote good behaviour. Leaders do not tolerate bullying.

There is a wealth of enrichment opportunities available for pupils to access. One pupil commented, 'I got the chance to sing in Italian with professional opera singers in a real opera house.' Sport is an important part of pupils' experience of school. Staff ensure that pupils develop skills in participation and competition. Pupils value all extra-curricular sporting opportunities. Older pupils enjoy their roles as 'Sports Ambassadors'.

What does the school do well and what does it need to do better?

The school provides pupils with an ambitious and well-sequenced curriculum. Lessons build on prior learning and the strong foundation that children leave the Reception Year with. Staff in the Reception Year use resources which meet children's needs and promote learning. They routinely check children's knowledge and understanding. Teachers throughout the school help pupils develop their use of subject-specific vocabulary. Pupils can talk about their learning and make links between the subjects they study. For example, one pupil in Year 6 explained that in geography they had

learned about Brazil. They explained how this linked to recent learning in a music lesson about samba music.

The school's approach to teaching early reading is effective. Children start on the phonics programme as soon as they join the Reception Year. Children practise their reading using books that match their phonic knowledge. There is a sharp focus on developing vocabulary. Staff introduce new words and encourage pupils to use them correctly. Teachers regularly check pupils' phonics knowledge. They provide precise support when pupils need it. This ensures that all pupils become confident and fluent readers.

Leaders have designed a mathematics curriculum which helps pupils to develop secure knowledge. For example, pupils recall times tables facts. Pupils improve their ability to use their mathematical knowledge in different contexts over time. Teachers identify pupils who need extra help. They use a range of resources and additional sessions to ensure that pupils do not fall behind.

Leaders have a robust approach to identifying and meeting the needs of pupils with special educational needs and/or disabilities (SEND). Leaders work proactively with a range of external agencies. They secure support and advice when necessary. Teachers break learning down into a series of small steps. This helps pupils, including pupils with SEND, to access the curriculum. Staff use a range of interventions to make sure that pupils gain the knowledge and skills they need.

Leaders provide pupils with high-quality personal development opportunities. Pupils have access to a wide range of clubs and trips. They visit a local Buddhist temple. They take part in multi-sports, choir and art club. Leaders have created a personal, social and health education (PSHE) curriculum which covers a broad range of topics. Pupils learn about diversity, healthy lifestyles and relationships. Assemblies supplement the PSHE curriculum. During assemblies, teachers deliver key messages related to global citizenship, kindness and cooperation.

Pupils' understanding of the fundamental British values is not yet fully secure. Pupils talk about differences with respect. They understand why it is important to value diversity. However, they do not always link these British values to their own lives and community.

The school is well led and managed. Staff feel supported by senior leaders. They say that their workload is manageable. They can cite examples of how leaders have helped them with their workload. Teachers who are new to the profession are grateful for the support they receive. Staff feel valued and access professional development opportunities.

The multi-academy trust provides leaders with research-informed curriculum and subject guidance. Trustees support and challenge school leaders and staff. They focus on helping staff deliver the curriculum effectively. Senior leaders welcome this additional layer of challenge and support from the trust.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have created a culture of safeguarding. They believe that 'Safeguarding is everyone's responsibility. It can happen here.' Staff know to 'report and talk'. This means that safeguarding conversations take place daily. Staff build strong relationships with pupils and families. Pupils trust staff and feel safe.

Leaders work with external agencies. Staff quickly identify potential concerns about pupils' welfare. They secure help for pupils, when necessary. Governors and trustees understand their responsibilities for safeguarding and safer recruitment.

Pupils learn about healthy relationships. They know how to keep themselves safe, including online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Pupils learn about diversity, fundamental British values and different cultures within the curriculum. Some pupils cannot relate their understanding of fundamental British values to their own lives and community. This means they are not being as well prepared for life in modern Britain as they could be. Leaders should ensure that teachers support pupils to make connections between their learning about fundamental British values in school and society and their own lives more broadly.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the predecessor school to be good in March 2012.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to

find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	141279
Local authority	Leicestershire
Inspection number	10240653
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	174
Appropriate authority	The board of trustees
Chair of governing body	James Dunsheath
Principal	Radha Badhan
Website	http://www.bringhurstprimary.co.uk
Date of previous inspection	23 May 2017, under section 8 of the Education Act 2005

Information about this school

- One new senior leader has taken up their substantive role in September 2022.
- The school does not use alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector carried out deep dives in reading, mathematics and physical education. For each deep dive, the inspector discussed the curriculum with leaders, visited lessons, spoke with teachers and pupils and looked at samples of pupils' work.
- The inspector listened to a sample of children in Reception Year and key stages 1 and 2 read to a familiar adult.
- The inspector checked the work pupils had produced, looked at subject plans and spoke with pupils and subject leaders for several other subjects.

- The inspector met with leaders responsible for: behaviour; personal development; the early years foundation stage; and the provision for pupils with SEND.
- The inspector met with groups of pupils from key stages 1 and 2.
- The inspector met with the designated safeguarding lead and the principal to discuss the actions taken to keep pupils safe. She reviewed a range of documents, including the school's single central record.
- The inspector spoke with parents at the end of the school day.
- The inspector reviewed a range of documents, including the school's self-evaluation and improvement plan.
- The inspector met with members of the governing board and trustees, including the chair of the governing body.
- The inspector met with the senior regional director of the trust.
- The inspector considered the responses to Ofsted's online questionnaire, Ofsted Parent View, and considered the results of the Ofsted staff questionnaires.

Inspection team

Luella Manssen, lead inspector

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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