

Inspection of Brixworth CofE VC Primary School

Froxhill Crescent, Brixworth, Northampton, Northamptonshire NN6 9BG

Inspection dates: 21 and 22 March 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

At Brixworth CofE VC Primary School, leaders want pupils to 'be the best they can be'. They have high expectations for all pupils, including those with special educational needs and/or disabilities (SEND). Pupils say that this encourages them to do well. They enjoy school. Many parents say how happy their child is at school. They appreciate the support and care the school provides for their children.

There are positive relationships between staff and pupils. Pupils learn in calm and orderly classrooms. They are polite and respectful. They say that lessons do not get disrupted. Pupils think teachers are fair when dealing with any issues. Pupils are adamant that bullying hardly ever happens. Many pupils commented on how kind others are in school.

The school provides many opportunities for pupils to develop their talents. Many pupils enjoy attending extra-curricular clubs. For example, they go to football, choir, running club and chess club. Pupils also contribute to the life of the school by taking on extra responsibilities. Many pupils value being part of the school council, the anti-bullying group, the worship team and the eco-council. Pupils also enjoy taking part in charitable events for the local community.

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

Leaders are ambitious that all pupils will receive a high-quality education. They have ensured that learning for every subject starts in Reception. Curriculum plans for each subject are well sequenced. They detail the knowledge, skills and vocabulary that leaders want pupils to know. Learning sequences are clearly planned. This helps teachers to build on what pupils already know.

Teachers have secure subject knowledge. They present new topics well. They use recall activities to help pupils remember what they have learned. Teachers use assessment to address misconceptions. For example, in mathematics, pupils are confident in correcting their work as teachers provide clear feedback. Pupils achieve well in mathematics.

Leaders have focused on improving pupils' writing skills. Teachers model good writing well. They encourage pupils to use a wide range of vocabulary. Teachers help pupils to discuss their writing with others so that they develop their ideas. As a result, pupils' writing is of a high quality.

In Reception, children follow an ambitious curriculum. They understand and follow the routines that are in place. Teachers use well-planned activities to develop children's understanding of number and communication skills. Adult-led learning is a strength of the provision. Staff encourage children to be independent and to learn to do things for themselves. This ensures that they are well prepared for the next stage in their education.

Leaders have made reading a priority. They want all pupils to become confident readers. Leaders have created their own phonics programme. It is ambitious and well sequenced so that pupils learn sounds in a logical order. The books pupils read match the sounds they have learned. All staff are well trained to deliver the phonics programme. Regular assessments help leaders identify any pupils who are falling behind. Most pupils quickly become confident and fluent readers. Some pupils who have gaps in their phonic knowledge do not always receive additional help regularly enough. This means that some of these pupils do not read as well as they could.

Leaders are aspirational for what pupils with SEND can achieve. There are well-established systems in place to identify pupils' needs. Leaders ensure that staff know the barriers to learning that pupils may have. Pupils with SEND are well supported in lessons and they access the full curriculum. Interventions are well tracked to ensure they have an impact on pupils' learning. As a result, pupils with SEND achieve well.

Leaders have high expectations of pupils' behaviour. Pupils understand the school's values of 'aspiration, excellence, inclusion and respect'. This helps them understand the school's expectations. Sometimes, at breaktime and lunchtime, the playground gets busy. This means that some pupils cannot always play safely together. Some pupils say they would like more activities to do at lunchtime.

Pupils' well-being and wider development are well planned for. They learn about relationships at an age-appropriate level. They understand the importance of a healthy diet. Pupils learn about different religions. Trips to different places of worship support this. Pupils have a good understanding of British values. Pupils say they know to treat others 'how you would want to be treated'.

The school is well led. Leaders at all levels strive to do the best for pupils. Leaders consider the workload and well-being of staff. Staff appreciate this. Governors support and challenge leaders effectively.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have ensured that there is a strong safeguarding culture in school. All staff are well trained and receive regular safeguarding updates. They know to report any concerns quickly. Leaders keep detailed safeguarding records. They know their pupils and families well. The school provides support for pupils when needed. It works well with other agencies to secure the right support for families.

Pupils say they feel safe in school. They know they have a trusted adult in school to talk to if they have any concerns. Pupils learn how to keep themselves safe, including when they are online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some pupils at the early stages of reading, who have gaps in their phonic knowledge, do not always get regular support. This means that they do not read as well as they could. Leaders should ensure that these pupils get regular interventions to help them catch up quickly.
- At certain times, during breaktimes and lunchtimes, the playground gets busy. This means that some pupils cannot always play safely together. Leaders should consider the activities they offer at these times. Leaders should also communicate to pupils how they expect them to use the playground space.

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	121964
Local authority	West Northamptonshire
Inspection number	10277648
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	488
Appropriate authority	The governing body
Chair of governing body	Philip Walter
Headteacher	Neil Tyler
Website	www.brixworthprimary.org.uk
Date of previous inspection	22 March 2016, under section 8 of the Education Act 2005

Information about this school

- The headteacher joined the school in September 2022.
- The school does not use any alternative provision.
- The school received a section 48 inspection in November 2016. The school's next section 48 inspection will be within eight school years.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in early reading, mathematics, geography, English and design and technology. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke with teachers, spoke to some pupils about their learning and looked at a sample of pupils' work.

- Inspectors reviewed a range of documentation relating to safeguarding, self-evaluation, behaviour, attendance and governance.
- The lead inspector evaluated the effectiveness of safeguarding by meeting with the designated safeguarding lead and reviewing a range of documents, including the school's single central record.
- The lead inspector met with governors and spoke to a representative of the local authority and the diocese.
- Inspectors considered the responses of parents, pupils and staff through discussions during the inspection and through the Ofsted surveys. An inspector spoke to parents at the school gate.
- The lead inspector visited the breakfast club run by the school.
- Inspectors also looked at leaders' planning and pupils' work in history, art and design and physical education.

Inspection team

Paul Halcro, lead inspector	His Majesty's Inspector
Jackie Stirland	Ofsted Inspector
Caroline Oliver	Ofsted Inspector

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