

Inspection of Brington Primary School

Little Brington, Northampton, Northamptonshire NN7 4HX

Inspection dates: 12 and 13 September 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?

This is an ambitious school. There is a resolute focus and drive for improvement. At the heart of decision-making are pupils' needs. The school is determined that all pupils should achieve, particularly those who are disadvantaged. A comment by one parent, typical of many parents and carers, was: 'You can feel the positive energy that will allow our children to flourish.'

Central to the school are its values of 'Respect, Equality, Determination, Kindness, Honesty, Resilience'. Pupils understand the significance of these values and aspire to live by them. The school celebrates these in the 'VIP assembly'. When chosen for demonstrating these values, pupils are proud to walk down the red carpet to receive their award. Pupils behave well. They say bullying rarely happens. Pupils feel safe and enjoy coming to school.

There are a range of opportunities for pupils to develop beyond the academic. Residential trips help pupils to experience adventure sports and to develop character. There is a high emphasis placed on pupils' physical and cultural development. Pupils experience a range of sports. There are opportunities to learn to play instruments, such as the guitar, ukulele and violin. Visits to places of interest enrich the curriculum.

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

The school places a high priority on pupils' learning to read. They learn to read as soon as they join Reception Year. The recent introduction of a new phonics programme has raised expectations. Knowledgeable staff provide swift support should pupils fall behind. They accurately address misconceptions. Books match pupils' needs. Beyond phonics, there is a well-structured reading curriculum.

Books are central to the curriculum and the life of the school. Considerable investment provides a wide range of quality texts. Books support the curriculum and promote an understanding of topics such as equality, refugees and gender stereotypes. The school book club helps pupils to explore these topics more robustly. 'Story suitcases' excite and stimulate pupils. Pupils retell these stories, immersing themselves in the stories as a consequence. Pupils really enjoy class story time. This is because teachers bring these books to life and make them exciting.

The school's curriculum is ambitious. It sets out the key knowledge that pupils need to know and remember. As a consequence, teachers' subject knowledge is good. In subjects where the curriculum is well established, pupils' recall of knowledge is strong. For instance, in history, pupils could recall the significance of the bombing of Pearl Harbor in the Second World War. Teachers check what pupils know and can do. Where necessary, they adapt teaching to fill any gaps pupils have in their learning. Pupils' attitudes to their learning in a few subjects are exceptional.

The early years is an exciting place in which to learn. Learning activities have purpose and are well organised. Children interact with these activities in a focused way. They get on well with other children in the class. Adults have high expectations of children. They establish clear routines. Children settle well into the early years.

The school wants all pupils to achieve well, but particularly pupils with special educational needs and/or disabilities (SEND). The school regularly checks the needs of pupils with SEND. Focused targets enable staff to provide appropriate support. Teachers adapt learning to ensure that pupils with SEND access the full curriculum. Pupils with SEND achieve well.

Pupils understand equality and diversity. These principles are set out in the school's curriculum. As one pupil stated: 'You have to treat everyone the exact same. It's called equality.' However, the key knowledge of some elements of fundamental British values is not always being made as explicit as it could be. Pupils appreciate the opportunity to represent their classmates on the school council. They take these roles seriously. Teachers encourage pupils to think for themselves and to make suggestions to improve their school. Pupils have a moral sense of purpose and conviction. Pupils appreciate the range of clubs on offer, such as learning to play an instrument and representing the school at sporting fixtures.

Leaders at all levels are determined. They have a clear understanding of what works well and where they need to make further improvements. Parents are overwhelmingly supportive of the work of the school. There is a concerted effort to reduce staff's workload. Governors support this, and undertake their roles effectively.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The key knowledge of some elements of fundamental British values is not always being made as explicit as it could be. As a consequence, a few pupils do not yet have a clear understanding of what fundamental British values are or the significance of them in modern Britain. The school should ensure that all pupils have the opportunity to learn about these values, to prepare them thoroughly for life in British society.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	121798
Local authority	West Northamptonshire
Inspection number	10298431
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	36
Appropriate authority	The governing body
Chair of governing body	Jon Lake
Co-headteachers	Kirsten Carpenter and Samantha Phillips
Website	www.bringtonprimaryschool.org.uk
Date of previous inspection	27 March 2018, under section 8 of the Education Act 2005

Information about this school

- The school is a part of The Althorp Partnership of Primary Schools.
- The co-headteachers were permanently appointed in September 2023.
- The school does not use any alternative providers.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the co-headteachers and the special educational needs coordinator.

- Inspectors carried out deep dives in four subjects: reading, mathematics, history and art and design. To do this, they met with curriculum leaders, visited lessons, looked at pupils' work, listened to pupils read and met with teachers and pupils. They also looked at curriculum documentation for physical education, religious education and personal, social, health and economic education.
- The lead inspector met with two members of the governing body, including the chair.
- The lead inspector met with a local authority representative.
- Inspectors took account of the responses to Ofsted Parent View, including free-text responses, Ofsted's survey for school staff and the pupil survey. An inspector spoke informally to parents at the beginning and end of the school day.
- Inspectors considered records of attendance, behaviour and safeguarding, including the school's single central record. Inspectors met with leaders to discuss the safeguarding of pupils.
- Inspectors considered pupils' behaviour at various times of day, including in lessons, around the school site and at lunchtime.

Inspection team

Mark Anderson, lead inspector

His Majesty's Inspector

Shazia Lydon

Ofsted Inspector

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