

Inspection of a good school: Brigg Primary School

Atherton Way, Ancholme Business Park, Brigg, North Lincolnshire DN20 8AR

Inspection dates:

15 and 16 November 2023

Outcome

Brigg Primary School continues to be a good school.

What is it like to attend this school?

Pupils thrive at Brigg Primary School. They are proud of their school and the adults who help them. Strong relationships mean that many pupils feel confident in sharing any worries. One pupil said, 'The staff help us to become the best of ourselves.' Pupils know the school values of respect, determination and self-belief well and demonstrate these in the classroom and around school.

The school aspires that every child will succeed. All staff have high expectations of learning and behaviour in school. As a result, classrooms are calm and focused. Pupils say that they feel safe in school. Pupils know that if there are incidents of bullying, then staff will deal with these. Parents are highly supportive of the school and are pleased how staff look after their children.

The school provides many opportunities to develop pupils' experiences and knowledge beyond the curriculum. There are planned visits and visitors who support different aspects of pupils' wider learning, such as an Olympic boxer and different authors. Pupils relish the responsibilities of school council, respect and sports ambassadors and playtime buddies.

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

The school has designed an ambitious curriculum for all pupils, including pupils with special educational needs and/or disabilities (SEND). The curriculum is underpinned by the national curriculum. Careful thought has been put into developing the curriculum and what pupils need to learn. The curriculum is sequenced from early years through to Year 6.

Children start to read as soon as they enter Reception Year. Staff are experts in teaching early reading. Books that pupils read are well matched to the sounds they are learning. Teachers check that pupils are keeping up with the reading programme. Pupils become fluent readers quickly. All adults receive regular training, which keeps them up to date.

When necessary, staff provide regular and effective catch-up support to those pupils whose learning takes longer. Pupils develop a love of reading and talk about their books they have read in class confidently. They enjoy the teachers' suggestions of other books to read in the 'Bookflix' displays outside each classroom.

The provision for mathematics is a strength of the school. Pupils were confident about trying new learning as they had already been taught the new vocabulary. Pupils show high levels of confidence and carefully select the resources that help them to solve problems. Activities are well planned because teachers have strong knowledge of what pupils need to learn next. Pupils have many opportunities to show how their new learning connects to previous learning.

In some subjects like religious education (RE) and geography, some of the activities do not always allow pupils to demonstrate their new learning effectively. This means that some pupils' knowledge is not secure or they have developed misconceptions. Leaders know that addressing this is an important next step.

Adults skilfully support pupils with SEND. The needs of these pupils are identified accurately by staff. Teachers make careful adaptations to the activities to ensure that pupils with SEND are successful in their learning. The school knows the families extremely well. Pastoral support is well designed to help pupils and families when they need extra support.

Children in the early years settle well and get off to a good start with their education. Adults skilfully model and repeat language to support children learning new vocabulary effectively. Children learn to be resilient and not to give up when things are difficult.

The personal, social and health education curriculum supports pupils to keep themselves safe, including online. Pupils learn about growing up and being healthy. The school invites people with different jobs to share with pupils what skills they will need for future jobs.

Staff are overwhelmingly positive about how the school takes account of their workload when introducing change. Staff fully appreciate the professional development opportunities that they have. Staff are thankful of the positive praise they receive from school leaders. Members of the governing body have a good insight into the school. They assure themselves that pupils are achieving well.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects like RE and geography, some of the learning activities do not allow pupils to demonstrate their understanding of new knowledge effectively. This means that some pupils' knowledge is not secure or they have developed misconceptions

about their learning. The school should ensure that teachers plan activities that support pupils in learning the most important key knowledge more securely.

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 school to be good in December 2014.

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 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	117728
Local authority	North Lincolnshire
Inspection number	10297284
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	333
Appropriate authority	The governing body
Chair of governing body	Jackie Rae
Headteacher	Sarah Spencer
Website	www.briggprimary.co.uk
Date of previous inspection	17 October 2018, under section 8 of the Education Act 2005

Information about this school

- The school does not make use of any alternative provision.

Information about this inspection

Inspections are a point-in-time judgement about the quality of the school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in this evaluation.
- The inspector held meetings with the headteacher, governors and a representative from the local authority. Further meetings were held with a range of school leaders, including those responsible for attendance and behaviour and the special educational needs coordinator.
- The inspector carried out deep dives in these subjects: reading, mathematics and geography. For each deep dive, the inspector met with subject leaders, considered the curriculum, visited a sample of lessons, spoke to teachers and pupils, and looked at samples of pupils' work.

- The inspector considered the curriculum in other subjects, such as RE, design and technology, science and history.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of school leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector met with parents at the end of the school day and considered the views of parents and staff, including through responses to Ofsted's surveys.

Inspection team

Rebecca Clayton, lead inspector

Ofsted Inspector

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