

Brigg Primary School

Inspection report

Unique Reference Number	117728
Local Authority	North Lincolnshire
Inspection number	290912
Inspection dates	10–11 July 2007
Reporting inspector	Geoffrey Yates

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	420
Appropriate authority	The governing body
Chair	Mr Mike Watkins
Headteacher	Mr Steve Pearce
Date of previous school inspection	1 November 2002
School address	Atherton Way Brigg North Lincolnshire DN20 8AR
Telephone number	01652 652155
Fax number	01652 656522

Age group	3–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a large school situated on an industrial estate just outside the town centre of Brigg. The percentage of pupils eligible for free school meals is broadly average. The attainment on entry to the Foundation Stage is typical for children of their age. Almost all pupils are from White British families. The percentage of pupils with learning difficulties and/or disabilities is above average. The school has recently moved into new premises.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school. It successfully provides an enjoyable and good quality education for its pupils within a very caring ethos where every child does matter. Parents are supportive of the school and one parent's comment is typical of many, 'I am very happy with what Brigg School provides'. Despite the inevitable problems caused by moving from an old school building into a new building halfway through the school year, disruption has been kept to an absolute minimum, which reflects the good leadership and management. Pupils are thoughtful; they think positively of themselves and others, and behave well. This leads to good relationships across school life. Pupils have a good understanding of how to live a healthy lifestyle as reflected in the school's external award for healthy eating. They are very aware of the importance of taking regular exercise and a large number of pupils cycle to school everyday. School council members enjoy playing an important part in the school and take their responsibilities seriously.

Children start school in the Foundation Stage with basic skills that are average for their age, but their communication and literacy skills are slightly below average. They achieve well and attain the standards expected by the end of the Reception year. The curriculum for these young children is enriched by a variety of activities that make good use of the inside and outside areas. Pupils achieve well in the rest of the school. This year, there has been a positive impact on pupils' progress as a result of effective strategies to improve basic skills. By the end of Year 2, pupils' attainment is average in reading, writing and mathematics, but very few of the most able pupils reach the higher levels in writing. By the end of Year 6, standards are above average in English, mathematics and science.

Teaching and learning are good. Teaching assistants provide valuable support. The organisation of teaching groups based on prior attainment in English and mathematics is successful in ensuring that work is suitably matched to the needs of different groups of pupils, including those who need a lot of extra help to make sure that they learn as well as others. Good use is generally made of assessment information to plan challenging work. However, opportunities are missed, when teachers mark pupils' work, to provide pupils with information about how they might improve on previous best. The well organised curriculum supports pupils' learning well. It has particular strengths in the way subjects are linked and older pupils are given good opportunities to use their writing, numeracy and information and communication technology (ICT) skills across the curriculum.

The school is well led and managed. The headteacher ensures that the school not only supports pupils' academic development but also that they achieve well in terms of personal development. He receives good support from the senior leadership team. School improvement planning identifies all the key components and reflects a good knowledge of the strengths and weaknesses of the school. Governance is of a good quality. Within its new surroundings the school is well placed to improve further. Its self-evaluation is accurate and the school provides good value for money.

What the school should do to improve further

- Ensure higher attaining pupils in Years 1 and 2 are challenged to use their writing skills well.
- Make more effective use of marking to help pupils improve their work.

Achievement and standards

Grade: 2

Standards are above average in English, mathematics and science by the time pupils leave and this reflects good achievement. Children's skills on entry to the Nursery are average with a relative weakness in their use of language. Good progress in the Foundation Stage results in standards meeting expectations for the children's age by the end of Reception. By the end of Year 2, standards in recent years have declined. An intensive reading and writing initiative has successfully been used to address weaknesses. As a result, standards have risen and are now average in reading, writing and mathematics. Whilst the most able pupils do well in reading and mathematics the full impact of the initiative is yet to be seen with regard to the quality of writing they produce. In Year 6, results in the national tests have been average in English, mathematics and science in recent years. The school's latest results show good improvement with pupils attaining higher standards in English, mathematics and science. The potential of the most able pupils is reached as demonstrated by the school's results. Pupils with learning difficulties and/or disabilities benefit from effective support that ensures good achievement.

Personal development and well-being

Grade: 2

Pupils' personal development is good, as is their spiritual, moral, and social development. However, while there are some good examples of pupils developing their cultural awareness; pupils' knowledge in this aspect is satisfactory rather than good. The pupils are well behaved, friendly and polite and treat each other and adults with respect. They enjoy all the activities the school has to offer as shown by the above average attendance level. Pupils talk readily about the lessons they like; they are proud of the school and they grow into confident young people. Pupils say they feel safe at school and say that everyone has someone to talk to if there is a problem. The school holds the Healthy Schools Award and pupils have a good understanding of healthy eating and are encouraged by the school to eat a healthy lunch. They are keen to take exercise and work hard in the 'wake up and shake up' sessions. The creation of a dedicated cycle-way outside school has encouraged pupils to come to school on their bicycles, and over 70 pupils do so. Many of the pupils have cycling proficiency awards. Older pupils help the younger children at lunchtimes, and pupils regularly raise money for charity. Among the older pupils there is an understanding of their responsibilities as citizens and they take the work of the school council seriously; for example, a recent consultation by them has resulted in improvements in the school meals service. Pupils work cooperatively in pairs and groups and they have the necessary skills in literacy, numeracy and information and communication technology (ICT) to be well prepared for the future.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good. In the Foundation Stage, teachers have a good understanding of how young children learn. Teachers use a number of strategies to raise standards. These include arranging pupils into groups of similar ability. Work is carefully matched to pupils' prior attainment. There is effective use of additional teachers and teaching assistants to concentrate on identified needs, and so the pace of learning increases. Teachers plan together

across the agreed topics and work is varied and interesting. They encourage pupils to use writing, numeracy and ICT skills well in other subjects. However, in Years 1 and 2 more challenge is needed in order to ensure higher attainers use their writing skills as well as they are able. As a result, pupils have to work harder to reach high standards in Key Stage 2. Lessons are taught at a good pace and at the end of lessons pupils evaluate their work well, and careful questioning helps them to share what they have learned with one another. Teachers offer praise and encouragement for achievement and effort when marking pupils' work. Instances where marking identifies the next steps for pupils to improve their work are, however, too limited. This means that pupils do not always have sufficient advice about what they should do to achieve even better.

Curriculum and other activities

Grade: 2

Curriculum provision is good with a strong emphasis placed on pupils' personal development. Good links are made between subjects to make all activities relevant to pupils' needs. There are also good opportunities for pupils to practise literacy, numeracy and ICT skills across subjects. The school has devised many ways of stimulating and motivating children of all ages and abilities. For example, the Big Writing Project, while still fairly new, is improving standards in writing across the school. In Year 1 pupils are rightly proud of their 'A Monster Comes to School' stories. Whilst the move to the new building caused some slight disruption to the usual programme of extra-curricular activities, such as its impact on football and other sports until the grassed areas are fully established, the school has done what it can to provide a satisfactory range of enrichment activities. Visits to places of interest and visitors to the school extend learning opportunities. For example, during the inspection, older pupils developed their musical skills well by working with a visiting jazz musician.

Care, guidance and support

Grade: 2

The school provides a warm and caring environment, which successfully provides pupils with opportunities to develop as young people. A dedicated staff team ensure that the school is a caring and happy place, which provides a safe and secure environment. Good support is provided for pupils with learning difficulties and/or disabilities. The safeguarding of pupils and child protection are effectively managed. Health and safety has a high profile in all that the school does. Academic support and guidance are good. The school uses its assessment and tracking systems effectively to identify areas for improvement for all groups and individuals.

Leadership and management

Grade: 2

The school is well led and managed. The headteacher has maintained a good educational direction through the upheaval of moving into a new school building. The caring ethos ensures that pupils enjoy learning and achieve high personal standards and above average academic standards by the time they leave. The deputy headteacher and subject leaders provide effective leadership and ensure that everyone continues to question what they do and consider what can be improved further. With the successful introduction of reading and writing initiatives and the very good deployment of additional staff to help targeted groups of pupils improve, standards throughout the school have risen. The school knows its strengths and weakness well;

its judgements on the all aspects of provision are accurate. Good improvements have been made since the previous inspection. Parents are pleased with the quality of education and are consulted about their views. The governing body is led well; governors are fully informed about the school and know its strengths and areas for development well. The school has good capacity to improve further.

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Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

13 July 2007

Dear Children

Inspection of Brigg Primary School, Brigg, DN20 8AR

Thank you for the very friendly welcome you gave me when my team and I visited the school recently. We really enjoyed talking to you and seeing you in lessons, even if it was only for a very short time. We were also impressed by your wonderful new building.

I am pleased to tell you that your school is a good one. Older pupils do very well in tests because you work very hard and understand the importance of this for the future. I agree with you that your teachers and other adults make lessons interesting and that if you need help you get it. I would, however, like your teachers to involve you a bit more in knowing how you can improve your work by providing written comments when they mark it.

Your behaviour is good and I was impressed with how polite you are. You told me that you feel safe in school and that if problems occur an adult will sort them out. The school council is very busy on your behalf and members enjoy being able to take new things forward to make life better for you.

I have asked the staff who work with younger pupils to make sure that they continue with the good work they are doing to improve writing standards. The staff cannot do it on their own so I hope the pupils in the Key Stage 1 classes make an even greater effort to continue to improve their writing skills.

Keep on working hard and continue to play a major part in ensuring that your school is well regarded by all who come into contact with it.

Best wishes to you all.

Yours sincerely

Geoffrey Yates

Lead inspector