



Bringhurst Primary School

Inspection Report

Unique Reference Number 119909
Local Authority Leicestershire - Bringhurst
Inspection number 291566
Inspection date 18 October 2006
Reporting inspector Ted Wheatley

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

Type of school	Primary	School address	Great Easton Road
School category	Community		Bringhurst
Age range of pupils	4-11		Market Harborough LE16 8RH
Gender of pupils	Mixed	Telephone number	01536 770362
Number on roll (school)	123	Fax number	01536 771089
Appropriate authority	The governing body	Chair	Brian Tyler
		Headteacher	Rosemarie Williams
Date of previous school inspection	5 March 2001		

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is a small school with pupils from almost entirely White British backgrounds and with no pupils in the early stages of learning English. The proportion of pupils with learning difficulties and statements of special educational need is below average but varies from year to year. The school serves a rural area and parents' economic circumstances are above average. The headteacher took up appointment in January 2006.

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 in which pupils achieve well and reach above, and sometimes well above, average standards. Children in the Reception class make good progress. In Years 2 and 6 standards are above average. They vary from year to year because there are differences between different year groups, most frequently in the proportion of pupils with learning difficulties or who are very able within year groups. Nevertheless, against their prior attainment pupils achieve well, with a significant minority of pupils reaching the highest National Curriculum levels available to them.

Leadership and management are good and the headteacher, with very good support from all staff, provides an extremely clear direction for improvement and has a high expectation of pupils and staff. The impact of this is good teaching and learning based on a thorough knowledge of pupils' performance and how they can make further progress, and this helps pupils achieve as well as they do. For the most part teachers' marking of pupils' work gives clear indication of how well pupils do and what they need to do better, but this is not always the case.

A wide curriculum plays an important part in helping pupils achieve well. It is planned carefully to match tasks to pupils' needs, ensuring there are good opportunities to develop literacy and numeracy skills. Links between subjects are improving but information and communication technology (ICT) is not yet fully established in all subjects. However, there is a good range of out of school and enrichment activities and pupils take part in these readily.

Pupils' personal development is good. They enjoy all aspects of school. For example, some Year 6 pupils said, 'We did not know that mathematics could be fun like this', when they were collecting information to develop their data handling skills. Pupils' attendance is good and they show a good level of awareness of healthy lifestyles. The school provides good care and guidance and has secure procedures to ensure pupils' safety. While academic guidance is good, some pupils do not know what their individual targets are.

What the school should do to improve further

- Ensure that teachers' marking always gives pupils guidance on how to make further progress.
- Make sure that all pupils know what their personal learning targets are.
- Provide opportunities for pupils to develop ICT skills in other subjects.

Achievement and standards

Grade: 2

Standards are above average and pupils achieve well. Standards on entry to the Reception class are broadly average but vary from year to year. Children achieve well and those with learning difficulties reach or exceed their targets. By the end of the Reception Year standards are above average.

Standards are above average in Years 1 and 2 and pupils achieve well. The picture is the same in Years 3 to 6 where several classes have mixed age groups of pupils. In the mixed age classes teachers make sure that work is well matched to pupils' needs, taking into account their prior attainment and experience in the subject. As a result, pupils make good progress. The school helps pupils with learning difficulties to achieve well by providing support that is focused on their particular needs. Similarly, higher attaining pupils are well supported so that they achieve well.

End of Year 2 and Year 6 national tests results fell slightly in 2006. The school lost a small number of higher attainers and gained others, some with learning difficulties. However, pupils achieved well against their starting points, several reaching the highest levels possible in Year 6.

Personal development and well-being

Grade: 2

Personal development and well-being are good, and in the Reception class children's personal, social and emotional development is good. Pupils are enthusiastic about their work and other school activities. Attendance is good and pupils' behaviour is good overall, and sometimes exemplary. They behave in an orderly manner at lunchtime and in the playground, making school a happy, safe place to be. Pupils are proud to be members of the school council, taking their roles seriously. Sometimes teachers give insufficient class time to discuss council issues, reducing the impact of this work.

Pupils' spiritual, moral and social development is good. Pupils think deeply about a range of issues, such as poverty and the environment, and are considerate of those less fortunate than themselves. They develop good self-esteem, enjoying the rewards given by school. Pupils develop a clear understanding of right and wrong and acquire good social skills. They have a good understanding of their own culture and community and their knowledge of other cultures is improving. A recent event improved their understanding of foods and traditions in several European countries. However, pupils' understanding of other the cultures found in Britain today is not wide enough.

Pupils know how to stay healthy and safe. There are good opportunities to learn about the world of work, for example, fund raising at the charity coffee morning. They develop good basic skills in literacy and numeracy and satisfactory computer skills.

Quality of provision

Teaching and learning

Grade: 2

Teachers prepare work that is closely matched to pupils' differing abilities. As a result pupils achieve well. Lessons are well planned and build on pupils' earlier learning. Teaching assistants are well briefed, and support groups and individual pupils effectively. Teachers regularly provide homework, enabling parents to be involved in their children's learning. Most teachers mark pupils' work well, providing pointers for

improvement, although this practice is inconsistent and in some classes marking does not indicate how well pupils have done or how they can improve their work.

Teachers manage pupils well so that lessons are purposeful and orderly. Most lessons contain a good degree of challenge and pace so that pupils remain focused and interested. Teachers' good subject knowledge enables lessons to have a clear focus.

In the Reception class, attention to establishing good working habits helps the children to settle quickly and to make good progress. The teacher's recently developed initiative in using letter sounds is already helping the Reception children to learn at a faster pace.

Curriculum and other activities

Grade: 2

The curriculum offers a good range of activities that matches the needs of children. Provision for reception pupils is good, although opportunities to learn outdoors are limited.

Work in the classroom is complemented by lots of opportunities to take part in other activities. These include sporting activities and competitions, and an interesting range of out of school clubs. Visits to interesting places and a good number of visitors enrich this provision, often bringing learning alive. For example, pupils visited a Saxon village as part of their history studies.

The school is currently reviewing the work it offers and is developing a more creative curriculum where subjects are taught together rather than in isolation. Opportunities for pupils to apply skills taught in numeracy and literacy are good, but there are limited opportunities for pupils to develop their ICT skills by using computers in other subjects.

Care, guidance and support

Grade: 2

The school takes good care of its pupils. Teachers know the pupils' capabilities and most pupils are given clear guidance on how they might improve. However, there is inconsistent use of personal targets for pupils so that they know how to improve their learning. Adults have good relationships with pupils and pupils are confident in approaching adults with problems. Pupils say that adults are friendly and care about them. A strong ethos of care permeates school life and any bullying is dealt with speedily. Safety procedures are vigilantly upheld so that pupils are confident, successful learners.

Pupils with learning difficulties are supported well because all staff provide effective, knowledgeable support. Good settling arrangements in Reception enable children to make a good start to their education. Older pupils are prepared effectively for the next stage of their education. The school promotes healthy lifestyles. Drugs awareness and keeping safe are addressed well.

Leadership and management

Grade: 2

The leadership of the school is good and the new headteacher gives excellent direction for the school to improve further. She has carried out her own thorough evaluation of the school and introduced changes to sharpen the school's performance. Her assessment of the school is accurate, recognising, for example, the need to improve the use of assessment and to provide more opportunities for pupils to find out about other cultures and faiths. Staff support her well and manage their own areas of responsibility effectively.

The school's plans for improvement are good. Governors, staff and parents make good contributions to school improvement. Governors carry out their roles well, though governors' involvement is slightly limited during the period of new governors becoming familiar with their responsibilities. Improvement since the last inspection has been satisfactory overall and the capacity for further improvement is good. Communications with parents and carers are good, and the school takes their views, and those of the pupils into account when making decisions.

The school works hard to meet the learning needs of its pupils and is generally successful. Overall, it deals well with pupils arriving during the school year, though tracking how well they settle in is not well enough developed.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	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	1
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.

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	1
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

We very much enjoyed our time at your school. You made us feel very welcome and many of you spoke to us in meetings, lessons and around school and helped us to gain a clear impression of your school. You told us that you think you go to a good school. We agree with you. It is a good school.

The best things about your school are

- You make good progress as you go from class to class and get good results.
- You really enjoy school. Your attendance is good and you behave very well and work hard.
- The school takes good care of you and teaches you about healthy lifestyles.
- Teaching is good. Teachers are good at making sure work you do helps you learn well.
- You join in the wide range of activities and clubs the school has to offer.
- The headteacher leads the school well. All of the staff support her, and she has an excellent view of how the school can be even better.

To improve things further, we have asked the school to

- Make sure that when teachers mark your work they always tell you how well you have done and how you can do even better.
- Make sure that you all know what your personal learning targets are.
- Make sure you improve your computer skills by using computers in all subjects