



# Brington Primary School

## Inspection Report

**Unique Reference Number** 121798  
**Local Authority** Northamptonshire  
**Inspection number** 292220  
**Inspection date** 16 January 2007  
**Reporting inspector** Roger Sadler

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

<b>Type of school</b>	Primary	<b>School address</b>	Little Brington
<b>School category</b>	Community		Northampton
<b>Age range of pupils</b>	4–11		NN7 4HX
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01604 770286
<b>Number on roll (school)</b>	64	<b>Fax number</b>	01604 770286
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Paul Mitchell
		<b>Headteacher</b>	Barbara Lomas
<b>Date of previous school inspection</b>	26 February 2003		

<b>Age group</b>	<b>Inspection date</b>	<b>Inspection number</b>
4–11	16 January 2007	292220

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Pupils come to this small school mainly from Brington village and the surrounding area and are taught in three classes. Almost all pupils are from White British families. The area's socio-economic conditions are above average.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This is a satisfactory school. Leadership and management are satisfactory. Despite an extended period of disruption caused by long-term staff absences until July 2006, leaders have ensured that pupils' personal development and well-being are good and that their achievement is satisfactory overall. Although attainment on entry varies from year to year, pupils mostly enter the school with knowledge and skills above those expected nationally. Sound provision in the Foundation Stage ensures that, by the end of their Reception Year, almost all children attain, and some exceed, the expected standards. Pupils continue to make satisfactory progress in Years 1 and 2. Standards by the end of Year 2 are mainly above the national average but too few pupils attain the higher levels, especially in writing, because sometimes not enough is expected of them. Standards by the end of Year 6 are a little above average, but the school is aware that more pupils could attain higher levels, particularly in mathematics, if more were expected of them. Throughout the school, care, guidance and support are good. The school closely monitors the academic and personal development of each individual. Extensive support is then provided for pupils with learning difficulties, often by teaching assistants, which helps these pupils to make good progress. Teaching and learning are satisfactory. Teachers have confident subject knowledge and, for example in mathematics, use this to ensure that pupils use mathematical vocabulary correctly. However, teachers do not always expect enough of pupils. For example, pupils could be required to listen more carefully in lessons and answer questions without calling out, and pupils' work in Years 2 and 3 is frequently not presented well enough because not enough is expected.

Monitoring and evaluation are satisfactory. Although the school has a good range of ways of identifying the strengths and weaknesses in its provision and staff are provided with good quality guidance to bring about the necessary improvements, the impact of this work is sometimes lost when follow-up checks are not sufficiently rigorous. For example, teachers have been given clear guidance on marking, but marking is inconsistent, especially in Years 2 and 3, because it too rarely indicates to pupils where they need to improve their work. The curriculum is good and well enhanced by a good range of clubs, visits and visitors.

Pupils' personal development is good because the school gives high priority to pupils' progress in this area. Pupils find the school a friendly place and feel secure and valued. Relationships are good and older pupils help to look after younger children and enjoy taking on responsibilities and contributing to the smooth running of the school.

Almost all parents are fully supportive of the school. Staff instabilities have slowed improvement since the last inspection, but a settled staff since September means that the school has satisfactory capacity to improve.

### What the school should do to improve further

- Improve standards, especially in writing in Year 2 and mathematics in Year 6, by consistently expecting more of higher-attaining pupils throughout the school.

- Check rigorously to ensure that teachers' marking and the ways that pupils answer teachers' questions and present their work consistently meet the expected standards.

## **Achievement and standards**

### **Grade: 3**

Overall, pupils' achievement is satisfactory; they make satisfactory progress and attain standards that are a little above average by the age of 11.

Children make satisfactory progress in Reception and almost all meet national expectations in all areas of learning by the time they move into Year 1, and some exceed these. In Years 1 and 2, pupils continue to make satisfactory progress. Year 2 National Curriculum assessment results vary considerably from year to year, in line with the capabilities of each year group. These are mainly above average but too few attain higher levels in writing. In Years 3 to 6, pupils continue to make satisfactory progress. English standards have been consistently above average but standards in mathematics are broadly average. This is mainly because a few more pupils could attain the higher level. Ambitious targets in English and mathematics have been set for pupils currently in Years 5 and 6. School assessment information and pupils' current work indicate that most are on track to reach average standards, and a good proportion to reach above average levels.

The school accurately assesses learning difficulties and carefully tailors teaching and the use of teaching assistants to ensure that the needs of pupils are met. This helps pupils who find learning hard to make good progress and achieve well. The school provides very good opportunities for pupils to develop their art skills and these are above average throughout the school.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development, are good. Relationships across the school are very good and pupils behave in a safe and sensible manner. This contributes significantly to creating a happy school ethos where pupils feel safe and enjoy their learning. This is also reflected in attendance figures that are consistently above average. Pupils themselves say that friendships here are one of the best things about their school. Pupils know what constitutes a healthy lifestyle and they put their knowledge into practice. Pupils are trustworthy and accept responsibility well. For example, they have good attitudes towards homework, their recycling activities, and the care of the local wildlife. They are articulate and speak clearly but, because teachers do not expect enough of them, pupils often do not listen carefully enough. This results in interruptions in lessons and sometimes slows the pace of learning. Pupils use computers confidently. This, along with their confidence in relating to others, prepares them well for their next school and the world of work beyond.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory overall. Teachers have good subject knowledge and use this well to ensure that direct teaching to the whole class is clear and interesting. All staff use interactive whiteboards confidently in their teaching and this often adds interest and clarity to lessons. The school is aware that a few brighter pupils could attain higher standards in writing in Year 2 and mathematics in Year 6 if more were expected of them. Some useful work is now underway to provide higher-attaining pupils with more difficult work. Teachers, particularly in the two younger classes, sometimes do not insist that pupils take turns and answer questions in a sufficiently orderly fashion and this occasionally slows learning.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum is good and results in good personal development and satisfactory achievement. In addition to the statutory requirements, pupils are taught French, and also personal, social and health education (PSHE) as separate subjects from Y1 through to Y6. Level 3 first aid is taught to all Y6 pupils. Themed days, such as 'igniting writing', and well thought out visits such as a living history visit where pupils met 'Henry VIII', enhance learning and enjoyment well. Topics are well planned to encompass a range of subjects which adds effectively to pupils' engagement and enjoyment. Pupils appreciate, and enjoy participating in, the good range of extra-curricular clubs on offer. The school has good resources for ICT and these are used well to enhance the learning opportunities and learning resources available for pupils. The curriculum for pupils with learning difficulties is good; each pupil who finds learning difficult has an individual education plan that is used well to guide the work of teachers and teaching assistants. Although the school accurately identifies higher-attaining pupils and provides occasional extra support for them, sometimes not enough is expected of them.

### **Care, guidance and support**

#### **Grade: 2**

The school provides good care, guidance and support and knows its pupils well. The headteacher has established good ways of tracking the academic progress of pupils and this information is used well to group pupils and to provide extra help for those not meeting the expected levels for their ages. Pupils with learning difficulties receive effective and sensitive care and support which helps them make good progress and participate fully in all school activities. Reception children enjoy caring support from adults and older pupils. Procedures for safeguarding pupils, including risk assessments, are effective. The school has recently introduced an effective system for helping pupils more clearly understand where and how they need to improve their work, and some

pupils know their targets, especially in the oldest class. However, this is not sufficiently effective for pupils in Years 2 and 3.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory overall but have some good features. Monitoring and evaluation are satisfactory. The headteacher has established a good range of systems for monitoring and evaluating the progress of pupils and the quality of teaching. Teachers are observed and given good guidance on how they might improve their work. Test papers and assessment results are carefully analysed to identify weaknesses in teaching and learning. However, the impact of this good work is sometimes lost when findings are not followed up with sufficient rigour to bring about the necessary improvements. This results in continuing inconsistencies in the quality of teaching that occasionally slow pupils' progress.

The governing body provides good support for staff and has a secure understanding of the school's strengths and weaknesses, based on information from the headteacher and a programme of visits to the school. Governors recognise that further training is needed to enable all of them to more effectively challenge the school to improve achievement from satisfactory to good.





## Inspection judgements

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

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	3
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

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	2

<sup>1</sup> 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

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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**

Thank you for making Mrs Walker and me so welcome when we came to inspect your school. We are pleased that you like your school so much. We thoroughly enjoyed talking with you and your teachers and watching you learn.

We think your school is soundly run and is giving you a satisfactory education. Adults provide sound teaching and care for you well so that you make satisfactory progress. The work you do is interesting and you are taken on visits to different places to help you learn. Your behaviour is only satisfactory overall because although most of you behave well and considerately to one another, some pupils do not listen carefully enough and call out answers in lessons rather than waiting to be asked. You know right from wrong, show consideration for others and show good understanding of what it means to be friendly and helpful to each other. I was impressed by how older pupils take responsibility for helping others within the school. Pupils who find learning hard make good progress because the school gives good attention to helping them learn.

There are two things that we have asked your school to work on:

- Help you do your best in mathematics and writing by asking some of you to do harder work.
- Check that teachers' marking and the ways that you answer teachers' questions in lessons and how you present your work are always good.