



# Bozeat Community Primary School

Inspection Report

**Unique Reference Number** 121796  
**Local Authority** Northamptonshire  
**Inspection number** 296123  
**Inspection dates** 23–24 January 2007  
**Reporting inspector** Timothy Bristow HMI

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>	Harrold Road
<b>School category</b>	Community		Bozeat
<b>Age range of pupils</b>	4–11		Wellingborough NN29 7LP
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01933 663840
<b>Number on roll (school)</b>	132	<b>Fax number</b>	01933 663840
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Simon Bottomley / Paul Dudley-Smith
		<b>Headteacher</b>	Kathleen Haigh
<b>Date of previous school inspection</b>	24 January 2000		

<b>Age group</b> 4–11	<b>Inspection dates</b> 23–24 January 2007	<b>Inspection number</b> 296123
--------------------------	-----------------------------------------------	------------------------------------

---

© Crown copyright 2007

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by one of Her Majesty's Inspectors of Schools and an Additional Inspector.

## Description of the school

Bozeat Community Primary School is smaller than most primary schools. When pupils enter the school aged four, standards are broadly average. The number of pupils with learning difficulties or disabilities is above the national average as is the proportion of pupils that start and leave school outside normal admission dates. The number of pupils eligible for free school meals is below average, as is the proportion of pupils from minority ethnic groups.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 4

The overall effectiveness of the school is inadequate. In accordance with Section 13(3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement because it is performing less well than in all the circumstances it could be reasonably expected to perform. The school is therefore given a Notice to Improve. Significant improvement is required in relation to the pupils' achievement and standards and the quality of teaching and learning.

The inspection team does not support the school's view that its overall effectiveness is satisfactory. Inspectors found that, despite recent improvements in teaching, these have not yet had enough impact on the progress made by pupils by the time they leave Year 6. In consequence the school does not provide adequate value for money.

The school has made inadequate progress since the last inspection. Achievement has declined and standards in mathematics by the end of Year 6 are significantly below average, meaning pupils are not well prepared for their future. Pupils make inadequate progress overall and a significant number underachieve. Improvements have been made in teaching but these are not consistent and consequently there remain weaknesses. Pupils do not make enough progress in lessons because assessment information is not used effectively. The children in the Reception class make excellent progress because of outstanding leadership and provision for this area of the school's work.

While care, guidance and support of pupils are satisfactory there are some weaknesses. Systems have been established to check pupils' rate of learning over time. These systems are beginning to support progress, especially in Key Stage 1, but they are not used consistently to guide pupils in the steps they need to take to improve their learning. The curriculum is satisfactory, offering a range of enriching activities that enhance pupils' enjoyment of learning.

The personal development and well-being of pupils are satisfactory. The personal, social and health curriculum ensures that pupils develop an awareness of the importance of a healthy lifestyle. The revised behaviour policy means that most pupils feel safe at school. Behaviour is satisfactory and, although there have been incidences of bullying, pupils acknowledge that these are dealt with effectively. Pupils are able to contribute satisfactorily to the community because of the opportunities provided to develop personal responsibility and to work with others.

The school leadership team has made some improvements in teaching and learning. Satisfactory systems for monitoring and evaluating the school are in place. However, these are not clearly focused on the further improvements needed in teaching to ensure that pupils' progress in their learning is sustained at a steady rate throughout their time in school. The school has satisfactory capacity to make further improvements because it has demonstrated that measures taken to improve achievement have begun to impact on the progress of younger pupils. Learning support assistants ensure that the progress and provision for pupils with learning difficulties and disabilities is

satisfactory, but the management systems required to co-ordinate the provision need improvement.

### **What the school should do to improve further**

- Ensure procedures for checking the quality of teaching are focused on, and effective in, improving the rate of progress for all groups of pupils.
- Ensure that assessment information is used consistently to plan the work of all pupils in lessons.
- Ensure that pupils are given regular guidance, through the marking of their work and the targets set, so that they know what to do to improve further.
- Improve the coordination of the work for pupils with learning difficulties or disabilities.

## **Achievement and standards**

### **Grade: 4**

The achievement of pupils is inadequate. By the time pupils leave Year 6 the standards they achieve are satisfactory, but the progress they make overall is inadequate. Pupils make excellent progress in Reception and pupils are well prepared for the start of Year 1. Satisfactory progress continues through Years 1 and 2 and standards in 2006 in reading and mathematics were above national averages. Recently implemented systems for assessing pupils and improvements in teaching are beginning to have an impact on progress which has led to a rise in standards in writing at the end of Year 2. Standards at the end of Year 6 in English and science have declined steadily over the last four years and the progress pupils make in these subjects is not sufficient. The achievement of pupils in mathematics, especially girls, as shown in the 2006 national test results, was exceptionally low. More able pupils do not attain the standards expected and, in 2006, the number of pupils who achieved the higher levels fell well below the school targets.

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

### **Grade: 3**

Pupils' personal development and well-being are satisfactory. Most pupils enjoy school, as evidenced by their satisfactory attendance and behaviour in lessons. Pupils know how to keep themselves safe and report that bullying is now rare, although some comment that there is some 'annoying' behaviour.

Pupils successfully adopt healthy lifestyles, eagerly participating in sporting activities. Their contribution to the community is satisfactory. They are developing as young citizens through their contribution to class councils and the Eco-Committee and by helping with playground supervision. Pupils organise initiatives such as recycling and, through class competitions, they encourage others to be more caring about their environment. Pupils' spiritual, moral, social and cultural development is satisfactory.

The school is aware that in order to prepare pupils adequately for their future economic welfare, standards in mathematics in particular need to be higher.

In the Reception class, children's personal development and well-being are outstanding. Children thoroughly enjoy school and have excellent attitudes to learning, as seen in their total involvement in their activities.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 4**

Inspection findings confirm the school's evaluation that teaching and learning are inadequate overall. There is some good and satisfactory teaching in Years 1 to 6. However, this is not consistent enough to ensure that pupils make adequate progress and reach the standards they should by the end of Year 6. In Key Stage 2, where teaching is inadequate overall, expectations are too low, tasks do not meet pupils' needs and misconceptions are not promptly picked up. These weaknesses persist because assessment and progress information is not used effectively when preparing lessons. The teaching and learning of pupils in the Reception class are outstanding. Information from assessment is used carefully to match work to children's needs ensuring they make rapid progress.

### **Curriculum and other activities**

#### **Grade: 3**

The school provides a satisfactory curriculum which meets statutory requirements. The personal, social and health education of pupils is enhanced by regular 'circle times'. These opportunities for pupils to discuss issues important to them add to their enjoyment and develop their awareness of personal safety and healthy lifestyles. The curriculum for children in the Reception class is outstanding, enabling all to achieve high standards in their learning. Pupils do not get enough opportunities to practise skills learnt in mathematics and English because links between other subjects are not sufficiently established.

The curriculum is enriched well by a range of after school clubs and visits. These include varied opportunities such as those presented by the gardening club, brass band and choir and the residential trip to the Isle of Wight. Links with local churches and the schools' sports partnership provide pupils with interest and depth in the curriculum.

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

#### **Grade: 3**

The quality of care, guidance and support is satisfactory. Procedures to keep pupils safe are in place. Relationships with adults are generally good, so pupils can ask for help when they need it. Behaviour management results in pupils feeling safe in school and free from any harassment. The inspection team fully agrees with comments made

by parents stating that care, guidance and support given to children in Reception are outstanding.

Guidance given to pupils about how to make academic progress differs from class to class. Pupils are not aware of how to improve their work because marking is not rigorous enough and the next steps in their learning are not discussed with them.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory overall. The leadership team, supported by the local authority, have made improvements in provision that are beginning to have an impact on pupils' progress. The school improvement plan identifies areas for development, but has not prioritised them concisely. This means that procedures for checking the quality of teaching are in place, but are not sufficiently focused on school priorities for increasing the rate of pupils' progress. Satisfactory systems for assessing pupils and checking their progress have been established, but the information is not being used effectively across the school. Children get an excellent start to their education because leadership of the Reception class is outstanding. Although the provision for pupils with learning difficulties or disabilities is satisfactory, the management of links with outside agencies, review procedures and communication with parents is inconsistent. A consequence of this is that a significant minority of parents do not support the leadership of the school. Governance has been considerably strengthened in the past year. The training the governing body has received has greatly increased their understanding of the role. In consequence they have established an efficient system for governance and their growing understanding of education means that they are fully able to hold the school to account.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## Inspection judgements

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

### 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>	4
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	1
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	No

### Achievement and standards

<b>How well do learners achieve?</b>	4
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	4
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	3
The extent of learners' spiritual, moral, social and cultural development	3
The behaviour of learners	3
The attendance of learners	3
How well learners enjoy their education	3
The extent to which learners adopt safe practices	3
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	4

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	4
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<b>How well are learners cared for, guided and supported?</b>	3

<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	4
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?	Yes

## **Text from letter to pupils explaining the findings of the inspection**

Thank you for the help you gave us when we visited your school. We felt very welcome at Bozeat Community Primary School. If you remember, we came to look at all the work that you were doing and to talk to you and your teachers. We enjoyed meeting you and thought you were very friendly. We know that you have a wonderful start to your education in the Reception class. We agree that you feel safe in school and that an adult will always step in to help you if needed. Interesting activities are organised for you to take part in and you are learning to become fit and healthy.

We also think there are some things that the school could do better:

- Give you more advice about how you can improve your work.
- Make sure that your work is not too hard or too easy so that you can learn more quickly.
- Give teachers some advice about how to teach you to learn more quickly.
- Get better organised to look after those of you who may need extra help in school.

Inspectors will be visiting again to see how the school is dealing with these things. We are sure you can do really well if you receive this help.

Please remember to listen to the advice teachers give you so that you do really well in your lessons.