

# Bozeat Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	121796
<b>Local Authority</b>	Northamptonshire
<b>Inspection number</b>	314103
<b>Inspection date</b>	29 January 2008
<b>Reporting inspector</b>	John Eadie

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	132
<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>	8 January 2007
<b>School address</b>	Harrold Road Bozeat Wellingborough NN29 7LP
<b>Telephone number</b>	01933 663840
<b>Fax number</b>	01933 663840

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Bozeat Primary School is a small school where almost all of the pupils come from the village. A much higher proportion of pupils than average have learning difficulties and/or disabilities. Almost all pupils are White British and all have English as a first language.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

The school has suffered difficulties in the recent past, but has overcome these and is now providing a satisfactory education for its pupils. In accordance with section 13(5) of the Education Act 2005, HMCI is of the opinion that the school no longer requires significant improvement. Most importantly, pupils' achievement is now satisfactory and pupils are reaching broadly average standards. Many parents notice these improvements saying such things as, 'There has been a marked improvement in the school over the past few months.'

The key reason for pupils' improved progress is the rising standards of teaching. Whereas teaching was unsatisfactory overall a year ago, it is now satisfactory and getting better. The major factor has been a more rigorous approach to checking its quality by leaders and managers. Teachers have worked hard to improve their skills, which shows in a more positive picture, although more work remains to be done. For example, there are times when pupils, particularly the more able, do not start on their tasks quickly enough, having to sit and listen when they have already understood the topic being covered. Standards in mathematics, although improved, are not progressing as fast as those in English as pupils do not have sufficient opportunities to develop their skills in using and applying their mathematical understanding. A strength of the school is the good provision in the Reception class, where children make good progress.

A further factor in pupils' better achievement is the setting of targets to help pupils see how to improve their work. However, some of the younger pupils do not always understand their targets, which are used inconsistently between classes. Targets are sometimes too general to be helpful to pupils, with no clear path through them to help pupils see where they are leading. Teachers' marking is generally helpful and linked to these targets, but this is also inconsistent. Leaders and managers are keeping a much closer check on how well pupils are making progress. This enables them to identify pupils who are in danger of underachieving more quickly and put support programmes in place. This has led to an improvement in provision for pupils with additional learning needs, who are making the same progress as their classmates.

While a large majority of parents are very positive about the school, and particularly the progress it is making, a small but significant minority are less happy. Their major worry is that there is bullying and they feel that the school does not listen to their concerns. A few pupils share some of these concerns and do not feel that there is an adult to turn to when they have problems. There is some justification for their concerns as a very small minority of pupils find social interactions difficult and these instances are not always dealt with effectively. Apart from this, the care and safety of pupils has a high priority. This results in most pupils developing into responsible young people, who clearly enjoy school. Many parents were positive about this and how well their older children are doing at secondary school because of the preparation they received at the school. Parents strongly commend the wide range of extra-curricular activities available, which pupils really enjoy and benefit from. The curriculum is satisfactory overall, but there are insufficient links made between subjects.

Governors are particularly well organised and have developed good systems for checking on the effectiveness of the school and providing support and challenge. Bearing in mind the progress recently made and the team ethic evident between all staff and governors, the school is in a sound position to continue to improve.

## Effectiveness of the Foundation Stage

### Grade: 2

Children join the school with levels of skills and knowledge below those expected. They make good progress in the Reception class and start in Year 1 having reached the expected goals for children of this age. Particular strengths in this progress are in children's personal, social and emotional development and their mathematical development. Progress in their communication, language and literacy skills is relatively weaker. Sometimes opportunities are missed, when children are choosing their own activities, for adults to question and encourage discussion.

The teacher plans a good range of activities, with a good balance between those led by an adult and those children choose for themselves. Gains in skills are assessed well so that adults know what children need to learn next. Particularly good use is made of the well equipped outside area as a base for learning in all areas of the curriculum.

### What the school should do to improve further

- Ensure pupils, particularly the more able, get on quickly with their tasks and do not sit listening to explanations they have already understood.
- Improve pupils' skills in using and applying their mathematical understanding.
- Ensure targets are written in language that pupils understand, showing where these are heading, and make sure that teachers always mark to these targets.

A small proportion of the schools whose overall effectiveness is judged satisfactory, but which have areas of underperformance, will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Achievement and standards

### Grade: 3

Pupils make satisfactory progress throughout the school. Their achievement is satisfactory and standards are average by the time they leave. Particular improvements have been made in raising standards of writing. Although standards in mathematics have improved, they are lagging behind those in English. This is because pupils do not have enough opportunities to develop their mathematical understanding by explaining their methods, discussing their thought processes and reasoning, and practising their skills in other subjects. Pupils with learning difficulties and/or disabilities are making the same progress as their classmates as provision for them has improved and clear plans are made for their learning.

## Personal development and well-being

### Grade: 3

Pupils' spiritual, moral, social and cultural development is satisfactory. Although most pupils behave well, there is a small minority who finds it more difficult to conform to the school's expectations, particularly at playtimes. As a result, behaviour is satisfactory overall. Pupils are well aware of the need to maintain healthy lifestyles and how to stay safe, but this knowledge is not carried over into their actions. They often have unhealthy snacks at playtime and some do not have due regard for others when playing. Pupils enjoy school and say that there are lots of interesting things for them to do. Their contribution to the school and wider community is satisfactory and developing, with a school council just appointed. A strength is pupils' fundraising

for charities, often self initiated, which raise commendable sums. Pupils' development of basic skills and preparation for their future are satisfactory.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching is consistently at least satisfactory and there are elements of good practice. Information from teachers' assessments of pupils' learning is used well to plan for the next steps. This also enables teachers to identify pupils who might be in danger of underachieving and plan work to help them catch up. Teachers generally apply the behaviour management procedures well and pupils say that lessons are now rarely disrupted. However, they do have concerns about some excessive chatter in a few lessons, which they say makes it difficult for them to concentrate. All lessons have clear objectives for pupils' learning and lessons are planned to provide a range of activities to address these. There are examples of lessons being really well structured, with a wide range of differing activities to suit pupils' different learning needs. However, this is not consistent and there are instances of lessons where the pace is more modest. For example, pupils often sit listening to instructions for the whole class, when they have already understood and could profitably be getting on with their task. At times, teaching assistants are not used effectively to help pupils' learning, although they are skilled and offer good support.

### **Curriculum and other activities**

#### **Grade: 3**

Developing the curriculum has rightly not been a high priority for the school in the recent past. However, it covers all subjects satisfactorily and there have been some improvements. The most important of these is in the provision for pupils with learning difficulties and/or disabilities. In particular, these pupils' individual learning plans are much clearer and more focused. The school recognises that the next stage in developing the curriculum is improving provision in the humanities and creating links between subjects so that pupils can practise their literacy and numeracy skills in other lessons. A particular strength of the curriculum is the wide range of extra-curricular activities available. For example, on the day of the inspection, pupils were happily engaged in knitting, tile painting and dance, as well as other sporting activities. The school also has a strong brass band that performs locally.

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

#### **Grade: 3**

Procedures for ensuring the safeguarding, health and safety of pupils are carefully managed and secure. Adults take good care of pupils, although there are a few pupils who say that they do not feel safe and are not convinced that their worries would be taken seriously. Academic support and guidance have improved and pupils are given targets to help them improve their standards. In addition, teachers generally make helpful comments when they are marking pupils' work. However, some of the younger pupils find it difficult to understand what their targets mean and marking is not consistent across the school. Good records are kept of pupils' progress, so that this can be carefully monitored.

## Leadership and management

### Grade: 3

The monitoring role of leaders and managers has strengthened since the last inspection and is much more rigorous. A clear timetable for monitoring has been established and the effect is seen in improved teaching. The school has a much more accurate picture of its position because of this improved monitoring and the involvement of leaders at all levels has been extended satisfactorily. The co-ordinator for mathematics and the new co-ordinator for English have produced good plans for further development and these are beginning to have an impact. A further improvement is in the school's communication with parents. A number of parents are complimentary about this, typically saying, 'Parent/teacher coffee mornings are a great idea,' and, 'Management and communication are much better.' Governors support and challenge the school well and play a key role in its improvement. They have set up a number of task groups involving governors and staff at all levels to look at strategic development. A good start has been made at improving leadership and management and the impact is beginning to be seen.

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## Annex A

## 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?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	3
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	3

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	3
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	3

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	3
The extent to which learners adopt healthy lifestyles	3
The extent to which learners adopt safe practices	3
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	3
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	3

### The quality of provision

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

## Annex A

**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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	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	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

30 January 2008

Dear Pupils

Inspection of Bozeat Primary School, Wellingborough, NN29 7LP

Thank you so much for welcoming Mrs Atcheson and me when we visited your school recently. We enjoyed talking to you and hearing what you think of your school, although we were concerned to hear that some of you are, at times, made unhappy by a few children who occasionally bully. You will know that when it was inspected a year ago, your school was not doing as well as it should have been. You told us of some of the things that have improved and we agree as your school is now providing you with a satisfactory education.

- These are some of the best things about your school.
- You make good progress when you start in the Reception class as there are good plans to help you learn.
- Your progress has improved and you are now making satisfactory progress because teaching has improved and it is now satisfactory with some good features.
- Your headteacher and teachers know how to improve the school and governors are good at helping them.
- You enjoy school as there are many interesting things for you to do, particularly the wide range of after school activities. I wish I had heard your brass band!
- These are the most important things that still need improving.
- At times your teachers explain things which some of you already understand which stops you from getting on with your work.
- You don't have enough opportunities to talk about your mathematical understanding and practise your mathematical skills in other subjects.
- Your targets are not clear where they are leading and, although this has improved, teachers do not always mark your work with these targets in mind.

I know you will continue to work hard and do your best to help your headteacher and teachers keep improving the school. Keep it up!

Yours sincerely

John D Eadie Lead inspector

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**These are the most important things that still need improving.**

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Yours sincerely

John D Eadie  
Lead inspector