

Brixworth CEVC Primary School

Inspection report - amended

Unique Reference Number	121964
Local Authority	Northamptonshire
Inspection number	327608
Inspection dates	18–19 November 2008
Reporting inspector	Paul Edwards

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	396
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Philip Walter
Headteacher	David Boucher
Date of previous school inspection	21 September 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Froxhill Crescent Brixworth Northampton NN6 9BG
Telephone number	01604 883900
Fax number	01604 883901

Age group	4–11
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Amended Report Addendum

Report amended due to administration error

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Brixworth is a larger than average voluntary controlled primary school. Most pupils are from white ethnic backgrounds and very few are at an early stage of learning English. The proportion of pupils eligible for free school meals is well below the national average. The proportion of pupils with learning difficulties and/or disabilities is similar to that seen nationally. Children in the Early Years Foundation Stage provision (EYFS) are taught in two Reception classes. The Caterpillars after-school club, not managed by the governing body, is held on site each day.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Brixworth provides a good education for its pupils. The pupils are right to be proud of their school. They confirm they are happy and well looked after, stating the school is 'terrific', 'excellent' and 'the best'. The vast majority of parents have considerable confidence in the quality of education provided for their children.

When children start school in the Reception classes, their skills are similar to those expected for their age. They make excellent progress in Reception, the result of the outstanding EYFS provision. This results in most children attaining standards that are above average by the time they enter Year 1. Overall, the picture throughout the rest of the school is of good achievement and pupils attaining standards that are above average by the end of Year 6. However, the progress of a small number of more able pupils at Key Stage 2 is less consistent, and the school rightly acknowledges that they do not always do as well as they should in the key areas of English, mathematics and science. Those pupils with learning difficulties and/or disabilities make good progress because their needs are identified early and they are provided with a good level of well-targeted support.

The headteacher has built a strong team that is providing good leadership and management. It has reacted positively to the dip in standards that occurred in 2007, taking well-directed advice and support from the local authority. As a result, standards are getting closer to the previously high standards seen in the past. The introduction of improved tracking procedures now provides the staff with a clear picture of how well individuals and groups of pupils are performing. Teaching and learning are good overall. Occasionally, teachers are not making effective use of the range of assessment information to pitch the work at the right level, particularly for the more able pupils. Leaders at all levels have not yet undertaken sufficient checks on the quality of teaching and learning to ensure this happens. A carefully planned and interesting curriculum encourages pupils to work hard and they are well prepared for the next stage of education. The excellent range of out-of-school activities and well-attended clubs effectively support pupils' learning. Their participation in sporting activities contributes significantly to their excellent healthy lifestyles.

School leaders have worked hard to ensure the pupils' outstanding personal development, especially their spiritual, moral, social and cultural development. Excellent relationships and the good care, guidance and support ensure pupils really enjoy their learning. Their enjoyment is reflected in the good attendance and excellent behaviour. The pupils' very good understanding of different cultures is secure because community cohesion is a particular strength of the school. This is the result of the governors' and leaders' excellent strategic approach to promote this aspect. Pupils make a valuable contribution to the life of the school, village and wider community. Staff work hard to create an environment where pupils get on very well together.

Governors support the school well and hold it to account for its work. Resources and accommodation are used effectively and it provides good value for money. There is a strong commitment from senior staff for further improvement. They know what they are doing well and what needs to be improved, and the capacity for further improvement is good.

Effectiveness of the Early Years Foundation Stage

Grade: 1

The outstanding EYFS provision is the result of excellent teaching and the high priority placed on the care provided for the children. Children make rapid progress in all areas of learning and a high proportion attain above average standards on entry to Year 1. The teaching of letter sounds and number work is systematic and carefully planned to meet the needs of all children. Teachers emphasise vocabulary and model language very effectively. An outstanding range of activities enhances the carefully planned curriculum. For example, a topic based round the theme of the 'Three Little Pigs' led to a happy and purposeful atmosphere where children thoroughly enjoyed their learning. There are some inspirational and challenging activities that are well targeted to the individual needs of the children. The outdoor area has been developed very well, providing children with a wide range of learning opportunities. All children are interested and eager to learn. Consequently, they quickly become self-confident and independent in their learning because of the great enthusiasm and encouragement by the whole EYFS team. There is a strong emphasis on children's social and emotional skills as well as developing learning by very detailed tracking of their progress. The outstanding leadership of the EYFS underpins the strengths of the provision and the reflective and evaluative nature of the whole team has led to many good improvements. There is no complacency, however, and plans to widen opportunities for mathematical learning are in place.

What the school should do to improve further

- Accelerate the progress of a small number of more able pupils at Key Stage 2 in English, mathematics and science to ensure they consistently attain the standards of which they are capable.
- Ensure teachers make effective use of day-to-day and other assessments to pitch the work at the right level for all pupils.
- Develop the effectiveness of leaders at all levels in monitoring and improving the quality of learning across the school.

Achievement and standards

Grade: 2

Whilst results in the 2007 national tests at the end of Year 6 were above average, they were not as high as in previous years. The unvalidated results for 2008 indicate standards have risen, with a good increase in the proportion of pupils attaining the expected Level 4. However, the proportion of pupils attaining the higher Level 5 is not as high as it should be. An analysis of pupils' work confirms that standards are rising but that a small proportion of more able pupils are not always progressing sufficiently quickly. There is very little difference in the progress made by other groups. The excellent progress made by children in the Reception classes is built upon well at Key Stage 1, ensuring pupils achieve well. Throughout the school, pupils' reading skills develop well because of the good teaching and support. Their speaking skills also progress well because teachers use open-ended questions to encourage pupils to speak at length.

Personal development and well-being

Grade: 1

Pupils thoroughly enjoy school and the extensive range of activities it offers. This is reflected in the good attendance and very keen involvement in all areas of the curriculum. The excellent

spiritual, moral, social and cultural development results ensures that, by the end of Year 6, pupils are mature, confident, polite and responsible citizens. Pupils feel safe in the knowledge that any rare occurrences of bullying are dealt with effectively by staff. The excellent personal and social development, which begins in the Reception classes, is built upon effectively throughout the rest of the school, although there are some missed opportunities for pupils to have control of their own learning. Pupils have a very good understanding of other cultures and faiths, and are well prepared for their future lives and careers. Their involvement in charitable activities is extensive, as is their involvement with the local community.

Quality of provision

Teaching and learning

Grade: 2

The excellent relationships between teachers and pupils have a really good impact on how well pupils learn. Teachers treat pupils with great respect and this has a strong impact on how pupils respond and behave. Pupils generally understand what it is they are to learn and, through effective marking, are clear about what they need to do to improve. Teachers are getting better at making use of the assessment of pupils' work when planning the next stage of work. However, the school is aware that there is a little way to go to ensure progress of all pupils, particularly a small number of more able pupils, is sufficiently rapid. For example, where assessments have been carried out, teachers are not always pitching work sufficiently accurately and consequently, some pupils repeat work or start at a level below that of which they are capable.

Curriculum and other activities

Grade: 2

The curriculum is carefully planned to provide a wide range of interesting activities. It offers good opportunities for success. There are good links between subjects and opportunities to utilise information and communication technology skills across the curriculum. The curriculum is wonderfully enriched and enhanced with some very good quality music provision. Pupils enjoy the opportunity to participate in events such as the Northamptonshire Festival of Performing Arts. Pupils have also performed at Wellingborough Castle and the talented Choir performed at the Birmingham Symphony Hall in 2008. Theme days also offer added interest to the pupils' experience of their topic and have had some good outcomes. Links with other providers and agencies are also very good.

Care, guidance and support

Grade: 2

All safeguarding checks are in place and child protection arrangements are secure and rigorous. Pastoral care is very good and all staff take great care to ensure pupils are well looked after and cared for. As a result, pupils feel very safe and secure in school. The breakfast club provides well for those pupils who arrive early. There is a real sense that every child matters in this school and everyone within school, including lunchtime supervisors and kitchen staff, demonstrate this tenet. Academic guidance is satisfactory and staff are working hard to ensure this improves so that all pupils achieve as well as they should. The school values and makes use of the expertise from outside agencies to improve the progress and well-being of vulnerable pupils. The improving assessment and tracking of pupils' progress now enables leaders at all levels to identify pupils who are not reaching their potential.

Leadership and management

Grade: 2

The good leadership and management have had a significant impact on the personal and social development of pupils, resulting in the exceptional behaviour and attitudes of pupils. The senior staff have a clear strategy to ensure local, community and global issues feature strongly in the curriculum. This has resulted in ensuring pupils have an excellent awareness of other faiths and ethnic groups and are very well prepared for future. The leadership has responded positively to the dip in standards and appropriate strategies have been put in place to address the issues. The local authority is very supportive and helps the school to implement a range of strategies to further improve standards. The school environment is really harmonious and staff work hard to help one another. Parents think highly of the school and the comment of one is typical when stating, 'The school works hard to treat each as an individual.'

Subject leaders have a good awareness of how well pupils are doing in the core subjects. However, they are new to their roles and, as yet, structures have not yet been embedded so that they have a significant impact on monitoring the quality of learning to ensure teachers challenge all groups of pupils to do as well as they should. Governors know the school well and ask challenging questions to ascertain how well the school is performing. The school has an accurate view of its performance. It recognises the need to be even more rigorous in raising the quality of teaching further.

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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?	2
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?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

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/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
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 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

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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	1
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

20 November 2008

Dear Pupils

Inspection of Brixworth C of E Primary School, Northampton, NN6 9BG

Thank you for the very warm welcome you gave us when we visited your school recently. You were very polite and friendly, and right to be proud of your school. It is a good school.

This is what we found out about your school.

- You make excellent progress in the Reception classes and learn many new things. Good teaching means that you make good progress throughout the rest of the school. You do well in your reading and speak very confidently.
- Your behaviour is really good; you thoroughly enjoy school and take responsibility well.
- Adults are kind and caring, and they look after you well.
- You are taught all the subjects you should be. The school is very good at teaching you about the importance of staying safe and healthy, and we are pleased you enjoy taking part in the many sporting and physical activities on offer.
- You have excellent opportunities to learn about other faiths and cultures and to understand what happens in you community and in the wider world.
- Those in charge of the school are working hard to make it better.

What we have asked your school to do now.

- Help some of you who find work a little easy to make better progress.
- Help the teachers to make better use of information that tells them how well you are doing when planning their work.
- Ensure those in charge of the school check that all the new things that have been introduced are helping you all to learn more quickly.

We enjoyed talking to you about your work and watching you learn. We want you to help your teachers by continuing to work hard. We wish you all the best for the future.

Yours faithfully

Mr Paul Edwards

Lead inspector