

# Brigg Primary School

## Inspection report

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|--------------------------------|---------------------|
| <b>Unique Reference Number</b> | 117728              |
| <b>Local Authority</b>         | North Lincolnshire  |
| <b>Inspection number</b>       | 339064              |
| <b>Inspection dates</b>        | 19–20 November 2009 |
| <b>Reporting inspector</b>     | Nigel Cromey-Hawke  |

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>                 | 3–11  |
| <b>Gender of pupils</b>                    | Mixed   |
| <b>Number of pupils on the school roll</b> | 376   |
| <b>Appropriate authority</b>               | The governing body  |
| <b>Chair</b>                               | Mr Michael Watkins  |
| <b>Headteacher</b>                         | Mrs Beverley Gowers   |
| <b>Date of previous school inspection</b>  | 0 July 2007   |
| <b>School address</b>                      | Atherton Way<br>Ancholme Business Park<br>Brigg<br>DN20 8AR |
| <b>Telephone number</b>                    | 01652 652155  |
| <b>Fax number</b>                          | 01652 656522  |
| <b>Email address</b>                       | admin.briggprimary@northlincs.gov.uk                        |

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Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited each class, with 17 lessons being observed in total, and held meetings with governors, staff and groups of pupils. They observed the school's work and looked at a wide range of school documentation, including development planning, self-evaluation records, policies, and performance data. Inspectors analysed 166 parental questionnaire returns and questionnaires completed by pupils and staff.

- whether progress overall and within groups of pupils is sufficient to justify the school's own judgement that it is good
- the impact the school's actions have had on improving attendance and on pupils' spiritual, moral, social and cultural development
- how well teaching and the everyday curriculum adapt to the needs of all pupils
- how well informed, focused upon achievement and cohesive is leadership and management, given the recent staffing changes.

## Information about the school

This is a larger than average primary school, sited on an out-of-town industrial estate. The proportion of pupils eligible for free school meals is broadly average. The percentage of pupils with special educational needs and/or disabilities is above the national average. The majority of pupils are of White British heritage. There is a small group of children from Traveller families, who sometimes join the school at times other than is normal, and a few pupils whose first language is not English. Pupils are admitted to the Nursery twice a year on a part-time basis. By January there are two Reception classes for the Early Years Foundation Stage and a Nursery offering 52 children part-time provision. Approximately a third of the school's staff changed a year ago, including the headteacher and deputy headteacher. The school has the Healthy Schools award.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

### Main findings

Brigg Primary is a good school that has undergone significant changes to its senior leadership and staff since the last inspection. It has maintained standards and raised attendance throughout this period. Its capacity to improve further is good, with accurate self-evaluation showing what impact actions are having and highlighting areas for future development. Parents, pupils and staff are all highly supportive of the school's work. One parent typically commented that 'the school has a very caring ethos – my children feel very safe and well cared for.'

The majority of children enter the Early Years Foundation Stage with knowledge, understanding and skills below those typical for their age, especially in language and personal development. Progress here is good as a result of the good teaching, a lively curriculum and the effective care and support provided. Pupils within the main school also make good progress, despite some having widely different needs and abilities. Senior leaders have introduced new systems for measuring and monitoring progress that are enabling the school to respond more quickly to pupils' identified needs. An extensive programme of additional support operates throughout the year and ensures that the progress of pupils with special educational needs and/or disabilities is good. Despite standards in writing remaining low, assessments indicate that the majority of pupils are on track to meet the challenging targets the school has set. Given pupils' attainment on entry, this constitutes good progress.

Pupils are clear that they feel exceedingly safe within the school, as a result of the good care, guidance and support they receive. They show their enjoyment of school through their good behaviour and rapidly improved attendance. Pupils' spiritual, moral and social development is often good, but held back overall by their weaker awareness of cultural diversity. All safeguarding requirements are met and regularly reviewed. Teaching is good overall, with some that is outstanding, but with some no better than satisfactory. Good teaching engages pupils and variety and pace keep them interested. In the satisfactory lessons, progress slows as pupils are not appropriately challenged. Assessment is well used to support learning with the good curriculum increasingly being adapted to reflect the needs of different groups.

Leadership and management are good, with new roles already well established and all the staff clearly focused upon driving the school forward. Governance is challenging yet supportive and well informed, although community cohesion has not been a priority and is only satisfactory.

**What does the school need to do to improve further?**

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- Further raise attainment, so that pupils are as well prepared as possible for the next stage of their learning by:
  - - developing their extended writing skills across all subjects.
- Ensure that all teaching is of at least good quality so that all classes make the best progress they can, by:
  - - increasing the levels of challenge and matching activities more accurately to pupils' need.
- Broaden pupils' understanding of and increase their contact with the richness of the wider world by:
  - - developing more extensive links with diverse cultures, both in this country and abroad.

**Outcomes for individuals and groups of pupils****2**

Test and teachers' assessment data for the last three years shows that overall pupils attained average standards in all three core subjects by the time they left Year 6. In 2007, pupils exceeded national averages significantly, especially in English. Attainment on entry to the school is generally below average, but can vary significantly each year. The school responds to this well with good self-evaluation identifying each year groups' needs. Additional resources have sometimes been requested from the governors and provided, for example, for last year's Year 6. As a result, extra staff were deployed in this year group and standards were maintained. Currently, pupils are benefiting from new assessment systems, a major curriculum review and closely targeted interventions in learning. These improvements are being embedded across the school. As a result, standards are broadly average and sometimes better, indicating that the school's self-evaluation that pupils make good progress is justified. Pupils effectively acquire new knowledge and develop their understanding and learn new skills well. There are good relationships within lessons and behaviour is good. Progress within reading and mathematics is often especially good, but depends upon the quality of teaching. The school recognises that writing is less well developed across the school, which is limiting some pupils' future learning and economic well-being. The school's extensive tracking system shows that the majority of classes are on track to meet the challenging targets the school has set. A strength of the school is its specific monitoring of pupils with special educational needs and/or disabilities, ensuring their good progress.

Pupils clearly enjoy the majority of their learning. The school is a warm, welcoming and calm place that has high expectations of its pupils. It places a very high priority upon the safety and emotional well-being of its pupils and both pupils and parents are almost universal in their support for this aspect of the schools' work. Pupils respond by behaving well. They are very positive about their experiences as shown by the dramatic improvement in attendance over the last year, which now matches schools of similar types. Pupils have a good understanding of what it means to lead a healthy lifestyle, reflecting the school's award, and they take advantage of the good sporting activities provided by the school. The school council is effective, but largely adult-directed and pupils' involvement in taking responsibility for aspects of school life, and their

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involvement in the local community is only satisfactory. The school's rather isolated location sometimes mitigates against this. As a result, whilst pupils' spiritual, social and moral development is well promoted and sometimes good, their awareness of and contact with the outside world is more limited.

*These are the grades for pupils' outcomes*

|   |          |
|---|----------|
| <b>Pupils' achievement and the extent to which they enjoy their learning</b>  | <b>2</b> |
| Taking into account:  |          |
| Pupils' attainment <sup>1</sup>   | 3        |
| The quality of pupils' learning and their progress  | 2        |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress                      | 2        |
| <b>The extent to which pupils feel safe</b>   | <b>1</b> |
| <b>Pupils' behaviour</b>  | <b>2</b> |
| <b>The extent to which pupils adopt healthy lifestyles</b>  | <b>2</b> |
| <b>The extent to which pupils contribute to the school and wider community</b>  | <b>3</b> |
| <b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b> | <b>3</b> |
| Taking into account:  |          |
| Pupils' attendance <sup>1</sup>   | 3        |
| <b>The extent of pupils' spiritual, moral, social and cultural development</b>  | <b>3</b> |

## How effective is the provision?

In the best lessons, warm relationships, good pace and challenging activities meet the needs of pupils well, ensuring that good progress is made. Teachers have good subject knowledge and most use this and different teaching methods successfully to make learning interesting and meaningful. Visits are used, together with information communication technology (ICT), to bring learning alive. Role play and partner work are used regularly to engage pupils actively in their learning. Challenging targets are set for each year group and assessment data is well used by teachers to shape their teaching and target support with teaching assistants. Pupils assess their own progress through the 'Learning Lighthouses' and 'Progress Pencils' schemes for literacy and numeracy. Some lessons lack the pace and challenge of others, however, and activities do not fully

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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meet the needs of all pupils. Progress slows in these lessons and is no better than satisfactory as a result.

The good curriculum is planned carefully and is responsive to most pupils' needs. Pupils receive a well-balanced range of experiences which enables them to make good progress and enjoy their learning. The school's involvement in the Creative Partnerships programme has brought benefits in the use of art, music and ICT within pupils' learning that are impacting well upon their personal development, as are the good range of extra-curricular activities. French is taught by a visiting specialist and the 'Personal Histories' programme has begun to develop pupils' understanding of their own and others' heritage. Links between subjects are growing and careful thought is given to equal opportunities for all learners. However, the school recognises that it has only recently started to look at the specific needs of gifted and talented pupils.

The quality of care, guidance and support is good. The school works well with a wide range of agencies to support pupils, especially the most vulnerable, in their learning,. High quality individual education plans reflect how clear and appropriate strategies are put in place and regularly reviewed. The success of this is seen in the progress that these groups make by the time they leave the school. Good quality information is provided to parents.

*These are the grades for the quality of provision*

|  |          |
|--|----------|
| <b>The quality of teaching</b>   | <b>2</b> |
| Taking into account:<br>The use of assessment to support learning  | 2        |
| <b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b> | <b>2</b> |
| <b>The effectiveness of care, guidance and support</b>   | <b>2</b> |

**How effective are leadership and management?**

The governors and headteacher have a clear vision for the school that recognises its changing needs. Through a programme of challenge and purpose, they have driven its improvement forward over the last year. This ambition has been communicated very well to staff, parents and pupils and they are all highly supportive of the headteacher's leadership. There are high quality plans in place for the future, which are clearly focused upon appropriate areas. Leaders and managers have become increasingly effective in improving the overall quality of teaching and learning. Safeguarding requirements are fully met and the school provides an extremely secure environment for learning.

Governors are very knowledgeable and support the school well, especially through their links with different areas of the school's work. Whilst the school has not carried out a formal audit, it knows the social, ethnic and religious context within which it operates well. Community cohesion is good at a local level, but no better than satisfactory overall. Whilst a link with Africa is developing and curricular coverage is being extended, pupils'

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awareness of the wider world is, as yet, limited and contact with it under developed.

*These are the grades for leadership and management*

|  |          |
|--|----------|
| <b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>  | <b>2</b> |
| Taking into account:<br>The leadership and management of teaching and learning   | 2        |
| <b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b> | <b>2</b> |
| <b>The effectiveness of the school's engagement with parents and carers</b>  | <b>2</b> |
| <b>The effectiveness of partnerships in promoting learning and well-being</b>  | <b>2</b> |
| <b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>   | <b>2</b> |
| <b>The effectiveness of safeguarding procedures</b>  | <b>2</b> |
| <b>The effectiveness with which the school promotes community cohesion</b>   | <b>3</b> |
| <b>The effectiveness with which the school deploys resources to achieve value for money</b>  | <b>2</b> |

## Early Years Foundation Stage

Comprehensive induction arrangements, including home visits, ensure that children and their parents and carers receive a warm welcome to the school. Children settle happily in the very safe environment. The majority enter the school with knowledge, understanding and skills that are below those typical for their age, especially in personal development and language acquisition. Throughout their time in the Early Years Foundation Stage, children make good progress in their learning, helped by the good care and support they receive. Progress in emotional development, reading and calculation is particularly good, although in creative development it is weaker. By the time they enter Year 1, the majority have reached the learning goals expected of them. This is because of the good teaching they receive in an environment which, with the exception of the more limited outdoor area, caters well for their needs. Support for those who speak English as an additional language, and those from Traveller families, who join the school part way through a year, is good. Teachers communicate regularly with parents and carers and are well aware of children's interests. They plan a good range of activities that children enjoy, with a good balance between activities they direct and ones children choose for themselves. Behaviour is good, with clear expectations and routines established. Children play and work together well as a result. Teachers regularly assess day-to-day learning and use this information well to plan children's next steps. Leadership and management in the Early Years Foundation Stage are good. The



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recently appointed coordinator has galvanised the new team, has high aspirations and plans well for the future.

*These are the grades for the Early Years Foundation Stage*

|  |          |
|--|----------|
| <b>Overall effectiveness of the Early Years Foundation Stage</b>                   | <b>2</b> |
| Taking into account:   |          |
| Outcomes for children in the Early Years Foundation Stage                          | 2        |
| The quality of provision in the Early Years Foundation Stage                       | 2        |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 2        |

**Views of parents and carers**

A high number of parents and carers returned the questionnaires and an overwhelming majority were very supportive of every aspect of the school's work. They are especially appreciative of the changes brought about under its new leadership and the impact that the creative curriculum partnership is having. They are also very appreciative of the developments in the Early Years Foundation Stage.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Brigg Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 166 completed questionnaires by the end of the on-site inspection. In total, there are 376 pupils registered at the school.

| Statements  | Strongly Agree |    | Agree |    | Disagree |   | Strongly disagree |   |
|---|----------------|----|-------|----|----------|---|-------------------|---|
|   | Total          | %  | Total | %  | Total    | % | Total             | % |
| My child enjoys school  | 139            | 61 | 85    | 37 | 2        | 1 | 1                 | 0 |
| The school keeps my child safe  | 139            | 61 | 85    | 37 | 3        | 1 | 0                 | 0 |
| The school informs me about my child's progress   | 100            | 44 | 119   | 52 | 6        | 3 | 2                 | 1 |
| My child is making enough progress at this school   | 117            | 51 | 105   | 46 | 2        | 1 | 2                 | 1 |
| The teaching is good at this school   | 124            | 54 | 99    | 43 | 2        | 1 | 0                 | 0 |
| The school helps me to support my child's learning  | 104            | 46 | 116   | 51 | 4        | 2 | 1                 | 0 |
| The school helps my child to have a healthy lifestyle   | 110            | 48 | 115   | 50 | 2        | 1 | 0                 | 0 |
| The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment) | 100            | 44 | 113   | 50 | 2        | 1 | 1                 | 0 |
| The school meets my child's particular needs  | 101            | 44 | 119   | 52 | 1        | 0 | 2                 | 1 |
| The school deals effectively with unacceptable behaviour  | 72             | 32 | 128   | 56 | 15       | 7 | 4                 | 2 |
| The school takes account of my suggestions and concerns   | 80             | 35 | 127   | 56 | 11       | 5 | 0                 | 0 |
| The school is led and managed effectively   | 92             | 40 | 123   | 54 | 5        | 2 | 0                 | 0 |
| Overall, I am happy with my child's experience at this school   | 118            | 52 | 99    | 43 | 3        | 1 | 2                 | 1 |

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

| Grade   | Judgement    | Description  |
|---------|--------------|--|
| Grade 1 | Outstanding  | These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.  |
| Grade 2 | Good         | These are very positive features of a school. A school that is good is serving its pupils well.  |
| Grade 3 | Satisfactory | These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.  |
| Grade 4 | Inadequate   | These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. |

### Overall effectiveness of schools inspected between September 2007 and July 2008

| Type of school       | Overall effectiveness judgement (percentage of schools) |      |              |            |
|----------------------|---|------|--------------|------------|
|                      | Outstanding   | Good | Satisfactory | Inadequate |
| Nursery schools      | 39  | 58   | 3            | 0          |
| Primary schools      | 13  | 50   | 33           | 4          |
| Secondary schools    | 17  | 40   | 34           | 9          |
| Sixth forms          | 18  | 43   | 37           | 2          |
| Special schools      | 26  | 54   | 18           | 2          |
| Pupil referral units | 7   | 55   | 30           | 7          |
| All schools          | 15  | 49   | 32           | 5          |

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

|                            |  |
|----------------------------|--|
| Achievement:               | the progress and success of a pupil in their learning, development or training.  |
| Attainment:                | the standard of the pupils' work shown by test and examination results and in lessons.   |
| Capacity to improve:       | the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.   |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.   |
| Learning:                  | how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.   |
| Overall effectiveness:     | <p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul> |
| Progress:                  | the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.  |

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



23 November 2009

Dear Pupils

Inspection of Brigg Primary School, Brigg, DN20 8AR

Thank you for the warm welcome you gave me and the team when we inspected your school recently. You were very friendly, polite and enthusiastic about what you do. You told us a lot of interesting things about your school and you are clearly very proud of it. Brigg Primary is a good school. You have a good start to your learning in Nursery and Reception and make good progress as a result of the good teaching and care you receive. This continues into the main school where teaching, the subjects that you cover in lessons and the help that you get from the many adults, mean that you leave at the end of Year 6 having made good progress in most areas of your learning. You know what it means to lead a healthy lifestyle and both you and your parents/carers say you feel very safe and well cared for. Your spiritual, moral and social development is good, but your understanding of the diversity of the modern world and your contact with it are less advanced. The headteacher, governors and staff work well together to make your school successful. I have asked them to consider three things that I think will help it to improve even more.

- Raise attainment, especially in writing, so that you are as well prepared as possible for the next stage of your learning and the world of work.
- Raise the quality of all teaching to that of the best so that all classes make the best progress they can.
- Develop links with the local area and wider community to more fully promote your understanding of the richness and difference of the modern world.

You can help by telling your teachers how best you learn and if you have any problems. I wish you the best for the future.

Yours sincerely,

Dr Nigel Cromey-Hawke

Lead inspector

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