

Barton Seagrave Primary School

Belvoir Drive, Barton Seagrave, Kettering, NN15 6QY

Inspection dates 16–17 January 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Overall, pupils make good progress. Children in Reception make outstanding progress. Pupils' progress in other years is generally, at least, good.
- Teaching is almost always good and, otherwise, outstanding.
- Pupils and teachers make good use of information and communications technology (ICT).
- Pupil behaviour is outstanding, and they enjoy attending the school.
- Adult-pupil relationships are excellent, and pupils are given very good opportunities to share their views.
- Pupils feel safe in school, and have a very strong awareness of different forms of risk.
- Leaders and governors make sure that achievement and teaching are, at least, good. The headteacher has clear understanding of the school's strengths and weaknesses.
- The Chair of Governors leads the governing body well.

It is not yet an outstanding school because

- While teaching is mostly good, not enough is outstanding.
- The rate of progress made by some pupils who find learning hard by the end of Year 2 is not always as fast as that of others in Years 3 to 5.
- Not all pupils are clear about their next steps in learning.
- Progress made in reading is not as rapid as that made in writing or mathematics in Key Stage 2.
- The use of information by leaders and managers that shows how much progress different groups are making is underdeveloped.

Information about this inspection

- Inspectors observed teaching and learning in 28 lessons taught by 15 teachers. A joint lesson observation was undertaken with the headteacher. In addition, inspectors made other visits to classes, looked at pupils’ books, listened to pupils of different ages read and examined display work.
- Meetings were held with pupils, the Chair of the Governing Body, senior and middle leaders and a telephone call was held with the local authority.
- Inspectors took account of 42 responses to the online questionnaire for parents (Parent View), and talked to parents during the inspection.
- Inspectors observed the school’s work and looked at a number of documents, including: the school’s own data on pupils’ progress, planning and monitoring documentation, and records relating to behaviour, attendance and safeguarding.

Inspection team

Andrew Read, Lead inspector	Additional Inspector
Margaret Pawlowski	Additional Inspector
Philip Scull	Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school.
- Out-of-hours provision for children aged 4–11 is provided on the school site, but it is not managed by the governing body and is inspected separately.
- The proportions of disabled pupils, those who have special educational needs supported through school action, and those supported through school action plus or with a statement of special educational needs are below average.
- A below-average proportion of pupils are known to be eligible for the pupil premium, the additional government funding for pupils entitled to free school meals, for children in public care and for pupils with a parent in the armed forces.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Pupils are educated onsite. There is no alternative provision elsewhere.

What does the school need to do to improve further?

- Improve the amount of outstanding teaching, particularly in Key Stage 2, by:
 - making sure that teaching always helps lower-ability pupils – those who find learning hard – to maintain good or better progress in Years 3 to 5
 - guiding every learner to know how to improve their work
 - always giving pupils more reading books, at the right level of difficulty, as they get older.
- Increase the capacity of leaders to check the school's performance by:
 - using the data on progress and attainment more closely to identify variations in the progress made by different groups of pupils so that action can be taken to remedy any slowing in rates of progress.

Inspection judgements

The achievement of pupils is good

- Attainment is above average. Teacher assessments and national test results show that pupils reach above-average standards in English and mathematics when they leave the school.
- Children enter the school at and, sometimes, slightly above, the typical standards found nationally at this age. Almost all pupils make outstanding progress in Reception, entering Key Stage 1 at above the expected levels of development in most areas of learning.
- The progress made by almost all pupils in Key Stage 1 is at least good and often outstanding. Progress in reading and mathematics is outstanding, with progress in writing being consistently good across both year groups.
- Attainment and progress in early reading skills are at least good in Reception and Key Stage 1. Most pupils read well by the end of Year 2.
- In Key Stage 2, pupils continue to achieve well overall. They make good and, sometimes, outstanding progress in mathematics and writing. However, while good, the progress that pupils make in reading is rarely outstanding. Nevertheless, pupils in Year 6 make the best overall progress in all three areas.
- In Key Stage 2, higher- and middle-ability learners mostly achieve well and make good progress across Years 3 to 6. However, those entering Year 3 with lower levels of attainment in English and mathematics do not always make better progress than that expected nationally by the end of Year 5 as the work they do is not always well matched to their abilities. In Year 6, their progress improves.
- In English and mathematics, the attainment of pupils eligible for the pupil premium is similar to that of other pupils in the school. The average points scores of pupils eligible for free school meals compare well with the results of all pupils nationally, and is little different from that of other pupils in the school. Where there are any gaps in performance between those eligible for the pupil premium and other pupils, the gap is closing rapidly.
- Disabled pupils and those with special educational needs make a strong start in Reception. They maintain consistently good rates of progress across both key stages, particularly when learning in small groups or receiving individual tuition.

The quality of teaching is good

- The quality of teaching is good, overall, but varies across the school. Teaching in Reception and Key Stage 1 is mainly outstanding, and never less than good. In Key Stage 2 it is predominantly good, with a small proportion of teaching that is outstanding. Good teaching helps pupils to make, at least, good progress and achieve well.
- Where teaching is outstanding in both key stages, it is very well matched to the full range of pupils' abilities. For example, regardless of their starting points, all pupils are set work that enables them to make good or better progress.
- Where teaching is not better than good, it is because it is less well adapted to the learning needs

of less-able pupils in Key Stage 2, when a whole class is working together. Also, teachers do not always use reading materials which extend pupils' comprehension skills enough in such lessons.

- Across the school, the teaching of writing and mathematics is good. Pupils are given ample opportunities to apply their skills through real-life situations, making classroom activities more meaningful.
- In Reception, teaching is consistently outstanding. Teachers in the Early Years Foundation Stage make rigorous and regular observations, recording how well the children are learning. As a result, potential barriers to their development are quickly identified, and their next steps in learning are decided so that their progress is uninterrupted. There is a good balance between the children's independent learning and adult-directed activities.
- The teaching of reading is impressive in Key Stage 1, but rarely better than good in Key Stage 2. Not enough is demanded of Key Stage 2 pupils' reading skills once they become independent readers. Pupils, themselves, in Years 3 and 4 said they were keen that more interesting and challenging texts were made available to them through the school library.
- While books are regularly marked, not all teachers regularly include comments that tell pupils how to improve their work, or make sure that the targets set for pupils to aim for to improve their learning, written in the front of their books, are up to date. Consequently, until the teacher tells them directly, some pupils do not know what they should do next to improve their learning and rate of progress.
- Teachers make good use of ICT, both as a means of involving pupils when the teacher presents information to them, and through pupils using software to investigate subjects independently. For example, pupils in Year 2 were seen using a program that enabled them to find out how to keep a human body healthy.
- Support staff are used well. They are particularly helpful when leading learning in small groups and when providing support for individual pupils. Learning is, invariably, well planned for disabled pupils and those with special educational needs to make good progress. High-quality pastoral support is also provided by support staff, who mentor pupils with specific issues.
- Pupils eligible for the pupil premium receive extra help from teachers and support staff, which enables them to make good progress. The funding also gives them extra learning resources and trips to extend their learning opportunities. These opportunities contribute well to pupils' good progress.
- Teaching contributes to excellent provision for pupils' spiritual, moral, social and cultural development across all year groups. Pupils actively participate in extended learning opportunities, for example by forging strong links with schools and individuals with differing cultural heritage, many of whom subsequently visit the school. Recent visitors include guests from Beijing, North Africa and Olympic athletes. Pupils also benefit from good teaching across a wide variety of artistic, musical and spiritual topics.

The behaviour and safety of pupils are outstanding

- Pupils are extremely keen to learn. For example, pupils behave very well in lessons and disruption is extremely rare. Pupils work very well together, enjoy sharing ideas and are keen to

praise the success of others.

- Almost all parents and staff think that behaviour is very good at the school. No parents raised major concerns. Pupils know that all behave very well, saying that bullying is very rare, and that any concerns are dealt with immediately by adults.
- Teachers manage behaviour very well. They expect and get a lot from pupils and have excellent relationships with them. As a consequence, pupils have a high respect for authority, while also feeling able to express their own ideas about how to make the school better.
- Attendance is high. Pupils are very punctual. Pupils have a strong sense of shared ownership of the school and look after the classrooms and buildings. They play very well together at playtime and use a 'pal' system to ensure that no pupil feels lonely.
- Any pupil with a behavioural difficulty gets extra help. Such provision makes sure behaviour is well managed so it does not affect others, while providing care and support to the individual. Such support is constantly available and well adapted to the individuals who need it.
- The school is tenacious in following up any concerns regarding pupils' well-being. It is active in involving different agencies to help solve problems of individual pupils. Pupils whose circumstances make them vulnerable feel very safe at the school, and value the caring atmosphere provided.
- Pupils have an outstanding awareness of how to stay safe. Their understanding extends beyond staying physically safe outside school, and includes very good e-safety awareness. For example, Year 2 pupils were able to talk very well about the risks of using the internet, and how to keep their personal details safe.

The leadership and management are good

- The headteacher is ambitious for the school's further development and has a good understanding of its strengths and weaknesses. She makes sure that the care and support pupils receive is of the highest quality.
 - Teachers and parents all think that senior leaders provide effective leadership and management across all areas of the school. In recent years, the local authority has, rightly, recognised that the school has needed little support because the school's self-evaluation that it is doing well is accurate.
 - The leadership of the Early Years Foundation Stage is outstanding. All staff do their jobs very well, and high standards are achieved. Consequently, pupils enter Key Stage 1 with confidence as successful learners.
 - Subject leaders have good subject knowledge, and their own teaching is often outstanding. Such expertise is not yet fully used to help other teachers, such as developing the use of challenging reading materials or planning teaching and learning well adapted for lower-ability pupils. Training opportunities for middle leaders are good and newly appointed middle leaders receive good induction.
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- Leaders and managers rigorously collect data on pupils' attainment and progress. However, this information is not analysed rigorously enough. In particular, variations in the rate of progress of different groups of pupils are not, always, fully recognised. For example, not enough has been done to identify and improve the progress made by those who start Key Stage 2 with a lower level of attainment, and not all these pupils catch up quickly enough.
 - Provision for disabled pupils and those who have special educational needs is well managed. Pupils make good progress when they are taught in groups or individually, with teaching outcomes effectively monitored by the special educational needs coordinator.
 - Safeguarding arrangements comply with regulations. Leaders and managers are expertly equipped to ensure all staff recruited are closely checked and identify and respond to concerns regarding child welfare.
 - Senior leaders observe teachers' work and make accurate judgements concerning the quality of their teaching and the progress that pupils make. Their findings are used to decide teachers' pay and promotion within the school.
 - The range of subjects and topic taught is extensive, and well matched to the needs of the pupils. A very wide variety of activities is available for pupils to participate in, including the production of a school newspaper, sport and music clubs. In discussion, pupils express how much they value such a diverse range of learning opportunities.
 - **The governance of the school:**
 - The governing body is effective in its leadership of the school. It is well led by a Chair who has a good knowledge of the education sector. Governors' roles and committee responsibilities are linked to priority areas. The governors hold leaders to account for the school's performance, although, recently, performance indicators have been focused on the overall high attainment of pupils, rather than the variable progress that some groups make. While governors understand performance data, they have not always used it fully when evaluating the quality of teaching. Nevertheless, governors ensure that teachers' pay and promotion are systematically linked to their performance in helping pupils to achieve well and attain above-average standards. When governors do identify a priority area, they demonstrate good capacity to monitor and improve the quality of education. For example, they know, in detail, how the pupil premium funding is spent, and that it is leading to improved levels of attainment for the pupils eligible to this funding.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	121951
Local authority	Northamptonshire
Inspection number	403481

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	415
Appropriate authority	The governing body
Chair	Donna Luck
Headteacher	Sue Stokes
Date of previous school inspection	11 February 2008
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