

# Barton Seagrave Primary School

## Inspection report

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<b>Unique Reference Number</b>	121951
<b>Local Authority</b>	Northamptonshire
<b>Inspection number</b>	314164
<b>Inspection dates</b>	11–12 February 2008
<b>Reporting inspector</b>	Mike Capper

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	390
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sarah Stefanowicz
<b>Headteacher</b>	Susan Louise Stokes
<b>Date of previous school inspection</b>	23 February 2004
<b>School address</b>	Belvoir Drive Barton Seagrave Kettering NN15 6QY
<b>Telephone number</b>	01536 722793
<b>Fax number</b>	01536 726671

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Most pupils live in the large village of Barton Seagrave, although some come from further afield through parental choice. The proportion of pupils eligible for free school meals is below average. A broadly average percentage of pupils have been identified as having learning difficulties and/or disabilities. Most pupils are of White British background.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school where good teaching helps pupils to achieve well both socially and academically. Members of staff provide good pastoral support and ensure that pupils' personal development is good. Consequently, pupils are happy at school and grow into responsible members of the community. They behave sensibly, are eager learners and thoroughly enjoy school. There is a good curriculum that provides a rich diet of activities both in and out of lessons. The school's provision for out of school activities is exemplary. Pupils can choose from 21 clubs this term and these cater for a very wide range of interests. The school's excellent sporting provision ensures that pupils develop an outstanding awareness of how to stay healthy.

Standards are above average by the end of Year 6, although progress is not even across the school. Children make good progress in the Foundation Stage and in Years 1 and 2, but progress slows in Years 3 and 4, because teaching is less successful at meeting pupils' differing needs. Pupils' progress picks up again in Years 5 and 6, where teaching is especially strong. Throughout the school, teachers have good relationships with pupils and they make learning interesting by making good use of resources. They check regularly on pupils' learning and often provide them with good guidance to help them improve, although this is not yet consistent in quality in every class.

Good leadership and management have been instrumental in the school's good improvement since the last inspection. The headteacher is passionate about the school and continues to drive it forward. Along with other members of staff, she has created an ethos in which all pupils are valued and respected. Senior leaders have an accurate picture of overall school effectiveness and they rigorously use assessment information about individual pupils to identify any underachievement and to respond to it quickly. Subject leaders are hard working and enthusiastic but do not get enough opportunities to check on the quality of teaching and learning for themselves. This makes it difficult for them to be sure that their initiatives, such as the new strategy for supporting lower attaining pupils in mathematics, are being implemented consistently and are having the desired effect. Nevertheless, the school sets itself challenging targets for development and it is well placed to realise its plans for further improvement.

The school works closely with a range of partners. Most notably, the neighbouring Arts college provides facilities and support that significantly enhance pupils' learning in subjects such as information and communication technology and physical education. Most parents value the school. One parent summed up their views: 'The school is friendly and welcoming. Children learn good values and do well.' These comments accurately capture the essence of this successful school.

## Effectiveness of the Foundation Stage

### Grade: 2

Teaching for children in the Foundation Stage is good and there is a good curriculum. Consequently, from broadly average starting points, children make good progress, and most are working at or beyond the expected levels for their age by the end of the year. Children make especially good progress in personal, social and emotional development because the high expectations of all adults enable them to become independent and confident. There is a happy, purposeful atmosphere in both Reception classes, and children are supported well when working in groups or individually. Provision in the Foundation Stage is well managed. There is a good

understanding of what needs developing next, including ensuring that the activities that are planned for the outdoor area cover all of the areas of learning, rather than focusing mainly on creative and physical development.

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

- Improve the quality of teaching and learning in Years 3 and 4 by ensuring that work is pitched consistently at the right level for all pupils.
- Strengthen the role of subject leaders in monitoring the school's effectiveness by giving them more time to monitor the quality of teaching and learning.

## **Achievement and standards**

### **Grade: 2**

Pupils' achievement is good. Standards are higher than at the time of the last inspection and are consistently above average by the end of Year 6 in English, mathematics and science. Progress is good overall, although it is inconsistent across the school. After making a good start in the Foundation Stage and Years 1 and 2, progress slows in Years 3 to 4, because work in these year groups does not always build well enough on pupils' starting points. However, good teaching in Years 5 and 6, as well as additional support where it is needed, makes sure that most pupils reach the challenging targets that they have been set by the end of Year 6. Good quality support means that pupils with learning difficulties and/or disabilities achieve well, with most reaching nationally expected levels by the end of Year 6.

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

### **Grade: 2**

Pupils' spiritual, moral, social and cultural development is good. Children in the Foundation Stage gain confidence quickly. Throughout the school, pupils happily celebrate the successes of their classmates and they contribute well to the community. For example, pupils speak very positively of the recent '50th Birthday' celebrations when they showed off their work to parents, grandparents and former pupils of the school. Pupils enjoy taking responsibility by helping at playtime or in class. The school council makes an effective contribution to school life and ensures that pupils' views are very well represented. A recent 'Global Arts Week' has helped pupils to develop a sound understanding of cultures other than their own.

Pupils' good enjoyment of school is reflected in their good attendance. Good attitudes towards learning are underpinned by strong relationships between children and teachers. Behaviour is good and pupils work hard in lessons, although they do not always present their work neatly enough in some classes.

The school's effective focus on developing basic skills lays a good foundation for pupils' future working lives. Healthy living is very actively promoted and pupils develop a very secure understanding of the importance of taking exercise and eating a balanced diet. Activities such as a cycling club give pupils a good understanding of how to stay safe both in and out of school.

## Quality of provision

### Teaching and learning

#### Grade: 2

Pupils make good progress in most lessons because behaviour is managed well and teachers plan interesting and purposeful tasks. Throughout the school, lessons are well resourced and teachers use interactive whiteboards effectively to introduce new skills and to reinforce learning. Pupils are often encouraged to think for themselves and to explain their ideas to the teacher or a 'talk partner', ensuring that there is generally good involvement in lessons. Pupils with learning difficulties and/or disabilities are supported well by teachers and teaching assistants.

In most year groups, teachers plan work that builds well on pupils' starting points, ensuring that skills improve quickly. However, in some lessons in Years 3 and 4, teachers do not make enough use of assessment information to ensure that work is pitched at the right level for all pupils. When this happens, the work is too hard or too easy for some pupils.

### Curriculum and other activities

#### Grade: 2

The school provides pupils with a very wide range of experiences both in and out of lessons. Most teachers successfully adapt curriculum planning to reflect the differing needs of pupils, although this is not always the case in Years 3 and 4. Teachers are beginning to link work in different subjects in order to make learning more purposeful but an overuse of worksheets or copied work sometimes restricts the impact of this. Teachers are particularly good at giving pupils opportunities to use their computing skills to support learning in other subjects. Throughout the school, good use is made of 'catch-up' programmes in numeracy and literacy to help pupils who have fallen behind.

Enrichment of the curriculum is outstanding. Creativity is fostered very imaginatively and pupils produce high quality work in art. Pupils' learning is enriched through an exceptional number of clubs, visits and visitors, including residential trips for pupils in Year 4 and Year 6. These contribute significantly to pupils' enjoyment of school. A computer club run in partnership with the neighbouring Arts college helps pupils to learn new skills. The school provides many sporting activities that help pupils develop a very keen interest in staying fit and healthy.

### Care, guidance and support

#### Grade: 2

All members of staff provide high quality pastoral care that makes this a happy school where pupils are keen to do their best. Pupils know that they can turn to adults if they have problems and they say that teachers are 'kind, firm but fair'. There are good links with outside agencies to safeguard the well-being of pupils. Good induction arrangements ensure that children settle quickly when they start school in the Foundation Stage.

Academic support is good. There are thorough systems for assessing pupils' progress, especially in English and mathematics. Teachers often use marking or individual targets to help pupils understand how to improve, although this practice is not yet consistently good across the school. The needs of pupils with learning difficulties and/or disabilities are identified quickly and they are given clear targets to aim for.

## Leadership and management

### Grade: 2

The leadership of the headteacher is a key factor in the school's success. Her drive and enthusiasm have helped the school to move forward quickly since the last inspection. Good systems for monitoring school effectiveness mean that there is a clear understanding of what still needs improving. The monitoring of teaching by the headteacher is rigorous, and sensitive feedback is given to support improvement. Subject leaders provide good help to colleagues and their action plans identify clearly the right priorities. The school has clear plans in place to extend the role of subject leaders further by giving them more opportunity to check on the quality of teaching and learning and the implementation of recent initiatives in English and mathematics.

Members of staff work together well and share the headteacher's commitment to ensuring that all pupils fulfil their potential. Good use is made of the wealth of test data gathered by the school to ensure that pupils who are falling behind are given the necessary support. The school is rightly now reorganising how it presents this data so that teachers can become more accountable for checking progress in their classes.

Governance is satisfactory. There are many new governors and they are kept well informed by the headteacher. Recent training is helping governors to take more responsibility for finding things out for themselves. Governors manage the school's budget well and spending is carefully planned to have the best effect on pupils' learning.

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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 effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> 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 disabilities make progress	2

### Personal development and well-being

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

<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>	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 tackled so that all learners achieve as well as they can	2
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	3
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

Dear Children

Inspection of Barton Seagrave Primary School, Kettering NN15 6QY

Thank you for welcoming us to your school and for showing us your work. You were polite and friendly. We are very pleased that you come to a good school.

Some of the things we found out about your school:

- Most teaching is good. This helps you to learn new things quickly, to make good progress and to reach above average standards by the end of Year 6.
- Children in the Reception classes are given good support and they settle quickly.
- You behave well and are keen to take responsibility. The well organised school council helps you all to contribute successfully to school life.
- You are very lucky to go to a school that offers you so many clubs during and after the school day. The sports clubs ensure that you have an excellent understanding of how to stay healthy and reflect the eagerness of teachers and other adults to make school fun.
- All adults in school are kind and caring and they give you good support if you are struggling with your work.
- Your headteacher, governors and teachers lead the school well and know what needs to be done to make it even better.

What we have asked your school to do now:

- Make sure that in Years 3 and 4 teachers always pitch work at the right level for all of you.
- Give teachers who are in charge of different subjects more time to check how well you are being taught so that they can find out what to do next to improve your work.

We thoroughly enjoyed talking to you about your work and watching you learn. We wish you all the best for the future. We hope you continue to help your teachers by working hard and trying always to present your work neatly.

Best wishes Yours sincerely

Mr M Capper Lead Inspector

13 February 2008



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Lead Inspector