

Brigstock Latham's Church of England Primary School

Inspection report

Unique Reference Number	122011
Local Authority	Northamptonshire
Inspection number	327620
Inspection date	19 January 2009
Reporting inspector	Sarah Conway

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)	96
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	Hugh Johnson
Headteacher	Timothy J Leah
Date of previous school inspection	14 March 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Latham Street Brigstock Kettering NN14 3HD
Telephone number	01536 373282

Age group	4–11
Inspection date	19 January 2009
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Pupils come to this small rural school from the village of Brigstock, surrounding areas and nearby towns. The proportion of pupils entitled to free school meals is exceptionally low. The school has a below average number of pupils with learning difficulties and/or disabilities, although year groups vary and these pupils are not evenly distributed throughout the school. Children in the Early Years Foundation Stage (EYFS) are taught in the Reception class. Many pupils join the school after the usual starting point or, in the past, have left early because of the local middle school system. Almost all pupils are of White British heritage.

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 in which a highly committed staff work well together to create a harmonious and welcoming atmosphere for both pupils and their parents. The headteacher places a strong emphasis on the development of the whole child and valuing each child as an individual, both of which contribute to pupils' good personal development. Pupils say that they feel safe at school because teachers deal promptly with minor instances of bullying. Their behaviour is outstanding, enabling them to work effectively together in lessons and try hard. They enjoy school, especially the wide range of visits and trips, which contribute to the good curriculum. As a result, attendance is exceptionally high. Parents are overwhelmingly supportive of the school, pleased with the progress their children make and appreciative of how closely the school involves them in their children's learning.

Children settle quickly into the EYFS because of time spent by staff in getting to know them well and caring for their needs. However the outdoor and indoor learning spaces do not offer a stimulating environment in which to learn so that children make less progress in the EYFS than they do elsewhere. Children currently enter Year 1 attaining standards that are broadly average. Pupils make good progress and achieve well through Key Stage 1 and 2 because teaching and the curriculum are good. By the end of Key Stage 2, standards are above average. The close partnership work with parents and outside agencies, combined with excellent care and provision means that pupils with learning difficulties and/or disabilities, make outstanding progress across the school.

Pupils' understanding of how to keep healthy is excellent and is evident on a daily basis. Their preparation for future life is good. Pastoral care is excellent. Academic guidance is satisfactory because there are occasions when teachers do not use assessment information well enough to plan work which offers sufficient challenge for all pupils. . Child protection procedures are thorough. Regular health and safety checks are robust and careful risk assessments are undertaken when needed..

A major strength of the school is the way in which all staff work as a team to support the headteacher in providing a high level of care for every child. This is an outcome of the good leadership and management. The progress of individual pupils is regularly monitored against challenging targets and additional help provided to support those children who are falling behind or have learning difficulties and/or disabilities. Governors are supportive and now keep a very close eye on the budget. They do not yet offer sufficient challenge on raising standards and achievement. The school has made satisfactory progress since the last inspection. All members of the leadership team have an accurate understanding of what the school needs to do to improve further and capacity to improve is good.

Effectiveness of the Early Years Foundation Stage

Grade: 3

Overall provision in the EYFS is satisfactory. As the school grows in popularity, it draws children from a wider area; as a result, the skills and abilities with which children enter the EYFS are more variable and are currently broadly in line with those expected for their age. They make satisfactory progress so that on entry to Year 1 they attain standards that are broadly average. Children arrive with relatively high personal and social skills which means they play well together and know the importance of taking turns. Adults are very caring of children so that children

settle quickly, feel secure and there is a happy atmosphere in the classroom. The good relationships, which adults develop with parents ensure children have a positive start to their learning. A range of activities are planned to engage children in their learning and contribute to satisfactory progress. The use made of the learning environment, both in and out of doors, is limited in acting as a stimulus to promote independent learning. Staff maintain thorough records of the children's progress. However not enough use is made of this information to plan activities which offer appropriate challenge. Satisfactory leadership and management ensure all staff are well deployed in supporting children with their learning.

What the school should do to improve further

- Develop the use of the indoor and outdoor learning spaces in the EYFS to provide a more stimulating environment in which to learn.
- Improve the use of assessment information by teachers to plan appropriately challenging activities so that all pupils achieve challenging targets, especially more able pupils.
- Improve the involvement of school governors in checking pupils' progress to ensure all pupils make as much progress as they can.

Achievement and standards

Grade: 2

Satisfactory provision in the EYFS ensures most children have reached expected standards by the time they enter Year 1. In some cohorts, very few children have experienced all their primary education in the school. In 2008, of the six pupils in Year 6 only one pupil joined the school in the EYFS and one other in Key Stage 1. The good teaching of pupils in Key Stage 1 contributes to the good progress pupils make so that by the time they leave Year 2 standards are just above average.

The good quality teaching and engaging curriculum continue in Key Stage 2 so that by the time pupils leave the school in Year 6 standards are securely above average. Those joining later in Key Stage 2 are given additional support so that they make up any lost ground. The excellent provision for pupils with learning difficulties and/or disabilities ensures they make outstanding progress wherever they are in the school. Throughout the school, pupils make slightly better progress in reading and writing than they do in mathematics.

Personal development and well-being

Grade: 2

The school successfully produces pupils who are friendly, self-confident and well able to make sensible and safe choices. Pupils do well because their behaviour is outstanding and they have very positive attitudes to their learning. Their spiritual, moral and social development is good. Pupils' cultural development is good in terms of their recognition and pride in their own culture, but they lack a full awareness of the wider cultural diversity of the United Kingdom. They know the importance of physical activity and enthusiastically take part in the range of sporting activities on offer. They have an excellent knowledge of the importance of a healthy diet and this impacts on the good choices they make. Pupils really enjoy coming to school and attendance is excellent. Pupils contribute to the development of the school and local communities. For example, they visit and entertain elderly residents at a local care home and play a full part in village life. Opportunities for members of the school council range from interviewing potential staff to suggesting improvements to the playground environment. Other opportunities for taking on responsibility within the school need to be developed further. Pupils are taught

enterprise and workplace skills, for example through planning and running their own charity events. As a result of these activities and good basic skills, pupils are developing into responsible citizens, well prepared for the future.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good overall and satisfactory in the EYFS. In all classes, relationships are good and teachers have high expectations about behaviour and give lots of praise and encouragement so that pupils are keen to learn and try hard. Parents comment on the efforts that the school makes to involve them in their children's learning. Teachers' good questioning skills help to draw out and consolidate pupils' knowledge. During lessons, teachers respond to individuals and adapt explanations to help move pupils forward. This is especially true for pupils with learning difficulties and/or disabilities. There are too few opportunities for more able pupils to benefit from planned opportunities to work together independently to solve problems and think for themselves. Teaching assistants work in close partnership with teachers, contributing well to the progress pupils make.

Curriculum and other activities

Grade: 2

The interesting and well-planned curriculum contributes to the good progress made by pupils in Key Stages 1 and 2. The limited development of outdoor and indoor learning spaces in the EYFS inhibits progress of younger children. There are effective links made across the curriculum and it contributes effectively to the development of pupils' individual identity, values and pride in their local community. Examples include the bringing alive of history by listening to memories of older generations, and improving pupils' artistic skills through creating a collage representing different generations in the village, in the style of L S Lowry. This also illustrates the good contribution made by part-time specialist teachers to pupils' creative development. The curriculum is also used well to improve pupils' knowledge of global communities. Teachers effectively use assessment information to adapt the curriculum for pupils with learning difficulties and/or disabilities and underachieving pupils who arrive late in a key stage. For example the specific work programmes and support to accelerate the progress they make. The curriculum is not always adapted for more able pupils, which inhibits the progress they can make.

Parents and pupils appreciate the wealth of visits and trips on offer. Pupils from Year 1 onwards have the opportunity to learn to play a musical instrument. All pupils enthusiastically support team sports and there is good take-up of other clubs.

Care, guidance and support

Grade: 2

The outstanding care and support given to pupils is a major strength of the school. Excellent pastoral links with other external agencies are used to the full to ensure that pupils with learning difficulties and/or disabilities receive all the help they need. Child protection arrangements are good and thorough risk assessments, both of the school environment and for trips and visits, are carefully carried out. There is virtually no bullying because the school monitors behaviour

well and harnesses pupils' care and concern for each other. Pupils know adults will resolve any concerns they have.

Academic guidance is satisfactory. Pupils have individual learning targets but not all pupils know them sufficiently. Teachers mark pupils' work frequently, but do not always link it to their targets and explain clearly enough to pupils how they could improve their work. This means that occasionally teaching and learning may not be sufficiently adjusted to meet the needs of all pupils equally well.

Leadership and management

Grade: 2

The headteacher works very effectively with the whole school community thus ensuring high quality of care and support for the development of the whole child that is evident throughout the school. The school consults widely with parents and pupils. There are good systems in place for evaluating the quality of teaching and monitoring the progress pupils make in English and mathematics. The school is developing systems for monitoring pupils' progress in other subjects. Pupils' understanding of their school and local communities is excellent. The school promotes pupils' understanding of other cultures in the United Kingdom and beyond through the curriculum but acknowledges that pupils need to have more opportunities to meet and work with children from different cultures and backgrounds. Governors are supportive and have resolved past issues in monitoring the budget but are not sufficiently challenging in ensuring all pupils achieve as well as they can.

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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?	1
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?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

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	1

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?	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
The extent to which learners enjoy their education	2
The attendance of learners	1
The behaviour of learners	1
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 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?	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

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

20 January 2009

Dear Pupils

Inspection of Brigstock Latham's Church of England Primary School, Kettering, NN14 3HD

Thank you very much for being so welcoming and helpful during our short visit to your school. We were particularly impressed by how well you work together and look after each other. You said you really enjoyed school, particularly the visits and trips teachers plan for you. Here are some of the things that make Brigstock Latham's Church of England Primary School a good place to learn.

- Children settle in quickly and Reception is a happy place to be.
- Children in Key Stages 1 and 2 make good progress because you are taught well. Those of you who find work a little difficult are given lots of support to help you make excellent progress.
- Teachers and other adults look after you very well.
- By the time you leave Year 6, you reach above average standards.
- Your behaviour and attendance are excellent and you are eager to learn.
- You have an excellent understanding of how to lead a healthy life.
- Your headteacher leads the school very well and all staff work hard to help him make the school an even better place for you to learn.
- Your school has excellent partnerships with your parents and people outside the school who all help to keep you safe and well so that you can learn.

We have asked the headteacher and staff to do three things to help the school get even better:

- make the outdoor and indoor spaces in Reception more exciting places in which to learn
- use what they know about how well you are doing to help you reach even more challenging targets especially those of you who could do even better
- for school governors to keep a close check on the progress you make so that you all make as much progress as you can.

You can help your teachers by continuing to attend regularly, behaving well and being ready and eager to learn.

With our very best wishes for the future,

Sarah Conway

Lead inspector