

# Brington Primary School

## Inspection report

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<b>Unique Reference Number</b>	121798
<b>Local Authority</b>	Northamptonshire
<b>Inspection number</b>	340012
<b>Inspection dates</b>	29–30 June 2010
<b>Reporting inspector</b>	Christopher Parker

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 of pupils on the school roll</b>	63
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Ruth O'Donnell
<b>Headteacher</b>	Miss Barbara Lomas
<b>Date of previous school inspection</b>	16 January 2007
<b>School address</b>	Little Brington Northampton NN7 4HX
<b>Telephone number</b>	01604 770286
<b>Fax number</b>	01604 770286
<b>Email address</b>	head@brington.northants-ecl.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 two additional inspectors. Eight lessons, taught by three teachers, were observed. Meetings were held with pupils, the headteacher, and representatives of the governing body. The inspectors looked at records of the pupils' progress, lesson plans, some of the school's policies and a sample of the pupils' work. Questionnaire responses from staff, pupils and 39 parents were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- attainment and progress in mathematics
- the learning and progress of pupils with special educational needs and/or disabilities
- the effectiveness of monitoring and evaluation in identifying and promoting improvement.

## Information about the school

This is a much smaller than average primary school. The school population is predominantly White British. Almost all of the pupils speak English as their first language. The proportion of pupils with special educational needs and/or disabilities is slightly above average. Very few pupils are known to be entitled to free school meals.

The school has National Healthy School Status, a Silver Eco-Schools Award, an Artsmark silver award and an Activemark for 2007 and 2008, the last two awarding years.

The school is to be federated with a neighbouring primary school. From September 2010, following the retirement of the current headteacher, an executive headteacher will lead and manage both schools.

**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

'The school... [has] a real family atmosphere which we very much value.' This is the view of one parent which encapsulates the views of a number of others. Many parents commented on how much their children enjoy school. This is because of the very caring ethos created by the headteacher and strongly supported by the teachers and teaching assistants. As a result, pupils have very positive attitudes to learning. Discussions with older pupils reveal measured and mature views about their school, and how it has successfully prepared them for secondary education.

The pupils are making good progress and their attainment is above average. However, there are some variations. The pupils do very well in reading and are now making good progress in mathematics as a result of the school's efforts to raise attainment. The pupils are not doing quite as well in writing in Years 3 to 6, because their work is not consistently marked in a way that helps them to improve. Most pupils with special educational needs and/or disabilities are making good progress in line with their peers, but some are not doing quite as well because their individual education plans do not make it clear enough exactly what it is they need help and support to improve.

The teaching is good. In Reception, and in Years 1 and 2, the teachers and teaching assistants combine their efforts to ensure that the pupils are well supported. In Years 3 to 6, flexible approaches to group teaching have helped to overcome staffing difficulties and maintain the good progress made by most of the pupils. The pupils enjoy school as is evident in lessons, at playtimes and when they participate in after-school activities. This is because the teachers make lessons interesting, make good use of visits and visitors, and provide the pupils with a wide range of opportunities.

The school is very harmonious community. The pupils learn about a range of faiths, but opportunities for them to link with schools where pupils come from different backgrounds are still at the planning and development stage.

The school has responded well to the last inspection and has raised attainment in writing in Years 1 and 2, and in mathematics in Years 3 to 6. The headteacher and governing body have placed the school in a strong position to move into the new federation arrangement. The governing body has a clear ambition to bring further improvement to the school. Self evaluation is broadly accurate but some aspects of the analysis of pupils' progress and improvement planning are, currently, not sharp enough to drive the school's performance to a higher level. Nevertheless, this good school has good capacity for sustained improvement.

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

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- Ensure that pupils make consistently good progress in Years 3 to 6 by:
  - improving the marking of the pupils' writing so that it clearly identifies how they can improve their skills
  - setting more precise targets for all pupils with individual education plans so that it is clear exactly what it is they need help and support to improve.
- Ensure that the analysis of the data the school collects about each pupil's progress is presented clearly and in manner that enables sharper planning for future improvement.
- Implement plans to extend the range of opportunities for pupils to gain a broader understanding of multicultural society in Britain.

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

The pupils are achieving well. In Years 1 and 2 the pupils make good progress and build on the effective start that they have made in the Reception Year. The pupils are enthusiastic and keen to do well. Following a visit to the Black Country Museum they spoke confidently about the everyday life of Aunt Bessie, whom they met in her parlour. They then made good progress, the more able practising writing in the first person, about daily life a hundred years ago. Good resources and additional support allowed those with special educational needs and/or disabilities to do equally well. In Years 3 to 6, the teacher and teaching assistants combine flexibly and effectively to maintain good progress. The older pupils respond well to challenging tasks, making good gains in their mathematical knowledge and skills when they were learning about time zones.

By the end of Year 6 attainment is above average, but there are some variations. The information that the school collects about each pupil's progress shows that they make particularly strong progress in reading, but that progress in writing is not as rapid. The school has taken effective steps to raise attainment in mathematics, and pupils are making good progress in lessons and in their work. Most pupils with special educational needs and/or disabilities make good progress, but this is not consistently the case.

The pupils say they feel safe in school, and all of the parents who responded to the inspection questionnaire agree. Behaviour is generally good. The pupils acknowledge that from time to time the behaviour of a few is distracting, but reflect maturely on the difficulties these pupils face. Many pupils enjoy the range of sporting opportunities the school provides. The Healthy School Award is reflected in the pupils' well-informed views on healthy eating. Their personal qualities are being developed well through a wide range of interesting activities. Recent work to find out about the life of Walter Tull, the first black footballer to play for Northampton Town, has opened a historical perspective on multicultural Britain. However, pupils have few opportunities to develop a broader understanding of multicultural society in Britain today.

*These are the grades for pupils' outcomes*

**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

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
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>2</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>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

The teachers engage the pupils in interesting activities, which they enjoy, and use a range of teaching styles. In most respects lessons are well planned, taking account of the wide range of ages and abilities in each class. Those pupils with special educational needs and/or disabilities are appropriately supported in lessons, but for some their individual education plans do not have precise enough targets to ensure that they make consistently good progress.

The pupils know what they are expected to learn in each lesson and are given opportunities to evaluate their own performance. In discussion, they say they are always given extra help if they need it. The teachers have embraced the national approach to assessing pupils' progress, and support their judgements with a good range of evidence. However, there are some weaknesses in the marking of the pupils' writing in Years 3 to 6. While pupils are given verbal feedback, too often their work is not marked in a manner that identifies how it can be improved in subsequent tasks. Nevertheless, the pupils are making satisfactory and sometimes good progress in writing.

The curriculum is enriched by a range of trips to places of interest and visitors to school, which the pupils enjoy. During the course of the inspection, the pupils were heavily involved in National School Sport Week, benefiting from tennis coaching and participating in energetic street-dance sessions. The curriculum is well organised and brings together a broad range of opportunities and experiences for the pupils. The good

<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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care, guidance and support that the pupils receive underpin the positive family atmosphere within the school. Strong links with families and partnerships with agencies combine to enable the very few pupils who experience difficulties to benefit from all that the school offers.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: 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 headteacher leads the school well and together with the governing body carries out a range of monitoring activities that provide a comprehensive overview of the school's performance. However, not all of these activities are providing a sharp insight into how the school might build on its good performance and achieve excellent outcomes for all pupils. For example, the school's extensive information about each pupil's progress is not analysed in a manner that provides detail about where improvement is needed. As a result, the school's improvement plan outlines broad areas for improvement. While the detail set out in the plan is likely to ensure that the school's good performance is maintained, it is unlikely to move its performance to outstanding because it is not precise enough.

The governing body is very focused on improving the school's provision and performance. In monitoring the school's performance it has questioned the headteacher and staff closely about why girls are not as confident as boys in mathematics; this illustrates the school's commitment to equality of opportunity. The school has taken steps to make sure that arrangements for the safety and well-being of pupils are well developed and meet requirements. All of the parents who responded to the pre-inspection questionnaire agree that their child is kept safe at school.

With a keen eye to the future, the governing body has taken successful steps to federate with a neighbouring primary school and appoint an executive headteacher, keeping parents and carers fully informed of developments. The school has positive relationships with parents, most of whom are happy with the school's work. The school's wider partnerships provide pupils with a good range of activities such as an after-school basketball club and opportunities for those with gifts and talents to attend science, mathematics and art activities at other schools.

The school has developed into a cohesive community. Within the curriculum it promotes an understanding of religious and ethnic diversity, and now has plans to promote links with schools in contrasting areas, both locally and internationally. This is an area for

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development within the current school improvement plan.

*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: 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

The children in the Early Years Foundation Stage are taught alongside the pupils in Years 1 and 2. Currently there are six children in the Reception Year who started school with the range of skills and abilities that are broadly expected for their age. An analysis of the performance of the children in the Reception class over the last year shows that they have made good progress, and have reached a good level of development.

The children in the Reception Year play and work well together and also with the Year 1 and 2 pupils, and are happy to pursue their own learning interests through the activities planned for them. There is a free flow of activities from inside the classroom to the outdoor area, through the conservatory area where there are opportunities for role play. The Reception children have constant adult support that monitors the children's choices carefully and records their progress. The adults are constantly developing conversation, encouraging and helping the children to develop their skills.

There are good opportunities for children in the Reception Year to explore the world around them, to develop their language and number skills, and to extend their personal development. There is a strong emphasis on phonics, and most of the children are able to match letters and sounds and use them to build simple words.

There are good transition arrangements. During the course of the inspection the children from the local pre-school playgroup visited the school, so that those who will join the Reception class in the next few months become familiar with the adults and the

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environment.

*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**

The very large majority of parents are happy with their child's experience at school. Many comments related to the pupils being happy and enjoying school. Inspectors observed pupils to be engaged and motivated, enjoying their lessons and the other activities provided by the school.

A small number of parents raised concerns about support for children with special educational needs and/or disabilities. The inspection found scope for improvement in some individual education plans, but in most instances during the inspection these pupils' needs were appropriately catered for in lessons. One or two parents felt communication could be improved; discussion with the headteacher and members of the governing body found them to be very committed to keeping parents fully informed.

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

Ofsted invited all the registered parents and carers of pupils registered at Brington 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 39 completed questionnaires by the end of the on-site inspection. In total, there are 63 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	29	74	8	21	2	5	0	0
The school keeps my child safe	27	69	12	31	0	0	0	0
The school informs me about my child's progress	18	46	12	31	7	18	0	0
My child is making enough progress at this school	24	62	6	15	8	21	0	0
The teaching is good at this school	24	62	8	21	5	13	0	0
The school helps me to support my child's learning	22	56	9	23	6	15	0	0
The school helps my child to have a healthy lifestyle	28	72	8	21	3	8	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)	22	56	10	26	4	10	1	3
The school meets my child's particular needs	24	62	6	15	4	10	2	5
The school deals effectively with unacceptable behaviour	22	56	14	36	3	8	0	0
The school takes account of my suggestions and concerns	17	44	15	38	3	8	0	0
The school is led and managed effectively	24	62	5	13	5	13	2	5
Overall, I am happy with my child's experience at this school	26	67	7	18	5	13	0	0

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.**



1 July 2010

Dear Pupils

Inspection of Brington Primary School, Northamptonshire, NN7 4HX

This letter is to tell you about the findings of the recent inspection and to thank you for taking the time to talk to me about your work and your school. I am also grateful to you for completing the questionnaire. Almost all of you said that you like school, and that you feel safe at school. You attend a good school which is providing you with good care and support.

Your teachers and teaching assistants help you a lot. As a result, most of you are making good progress. However, I have asked the school to make some improvements so that your writing is marked in a way that helps you to make it better. You can help by trying to use these comments to improve your next piece of writing. I have also asked the teachers to make some improvements in the way they make plans for some of you who need extra help.

The school provides you with many interesting activities which make school enjoyable. The street dancing looked exhausting - but fun!

The headteacher and governing body are leading the school well, and constantly looking at how well it is doing so that improvements can be made to the opportunities that the school provides for you. I have asked that these activities are more sharply focused, so that the school can help everyone to reach high standards. I have also asked that the school puts its plan into action to help you to develop a better understanding of other communities in Britain.

I hope that you continue to really enjoy all that you do at school, and that in the future you achieve as well as you possibly can.

Yours sincerely

Christopher Parker

Lead inspector

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