

Inspection of a good school: Barton Seagrave Primary School

Belvoir Drive, Barton Seagrave, Kettering, Northamptonshire NN15 6QY

Inspection dates:

5 and 6 October 2022

Outcome

Barton Seagrave Primary School continues to be a good school.

What is it like to attend this school?

Barton Seagrave is a calm and happy school. The motto of 'Educating Children to Confidently Face the Future' drives all the school does. Pupils enjoy coming to school. They relish the chance to join in the many clubs the school has to offer. Pupils get the chance to go to the theatre, represent the school in events and visit interesting places.

Leaders have high expectations for all pupils and staff. The new behaviour policy ensures pupils behave well. It is consistently and fairly applied. The 'good to be green' approach raises pupils' aspirations. Pupils feel safe. They know that should bullying happen, it is dealt with swiftly. Pupils know they have someone to talk to if they are worried and a worry box if someone is not available.

Pupils quickly settle into school life. Staff are warm and welcoming. One parent said: 'My child settled well and grew in confidence. He loves reading and that is because of the school. I'm so happy to leave him here.' These comments are typical of those made by many parents. Parents appreciate seeing staff in the morning. They know they can share their child's worries and successes.

What does the school do well and what does it need to do better?

Learning to read early is a priority. Staff are well trained to teach phonics. They teach the scheme consistently. Staff know their pupils well. They provide appropriate support when pupils fall behind. However, some phonics books do not match the sounds that pupils know.

Reading a range of books is a priority. They are carefully chosen to fit with what the children are learning. There is a well-stocked library that pupils enjoy visiting. The 'reading champions' create a buzz about reading and ooze enthusiasm and passion. They are committed to their motto, 'to spread the joy of reading throughout the school', and they work hard to do so. They listen to younger readers and make book recommendations. Real authors deliver workshops to further motivate pupils. Teachers

incorporate what they learn from these workshops into their lessons. Children develop a love of reading.

The curriculum is well planned. Staff have good subject knowledge. However, in some subjects, these plans are not being implemented consistently. Teachers ensure there is a purpose to pupils' learning. For example, in design and technology, pupils design slippers. The best designs are then chosen and made into a pair of slippers by a local manufacturer. In science, they learn about life cycles by seeing caterpillars transform into butterflies. Teachers use assessment effectively, to check on what children know and remember.

Children make a good start in the early years foundation stage (EYFS). Activities are well planned. Children work independently and get on well with each other. Adults guide children's learning through careful questioning. The curriculum prepares children well for their next stage of learning. Well-chosen resources engage and support learners to be inquisitive. Children settle well into school routines because staff expectations are high.

This is an inclusive school. Pupils with special educational needs and/or disabilities (SEND) are well supported. Leaders prioritise identifying pupils' needs on arrival in EYFS. Staff know the needs of pupils with SEND. External support is well chosen and directed. Carefully designed activities ensure these pupils participate fully in lessons. The use of technology further supports these pupils. Pupils with SEND achieve well.

There is a calm atmosphere around the school. Pupils are courteous to one another, and to adults. Lunchtimes and playtimes are well organised. One pupil said: 'This school is impeccable. The learning helps me keep calm and the pupils and teachers are really kind.'

Personal development is a strength. Children have access to a range of clubs. There are opportunities to take responsibility. For example, school council, sports council and eco-warriors members make decisions like whether to have a bus classroom or how to recycle waste. 'Purple TV' is a club all pupils aspire to be part of. They make videos of all that happens in the school over a term. They learn to plan, film and edit as well as other skills which prepare them for the future. Pupils are tolerant of difference and learn about a range of world religions. There is a sharp focus on ensuring that the most disadvantaged have access to all that the school can offer.

Staff say that leaders are considerate of their well-being. Morale is high. One member of staff said: 'Workload is always taken into account. We are given time to complete additional work. I love working at this school and couldn't imagine working anywhere else.'

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding. Staff are well trained to spot signs of concern. Records are well kept. Leaders have a clear understanding of the support pupils receive,

its impact and what more is needed. They are tenacious when they feel some agencies do not support their pupils well enough.

Pupils feel safe. They are taught how to keep themselves safe online and in the community. Visitors from the fire and police service explain likely hazards. The members of the pastoral team make regular checks on pupils. Pupils' physical and mental well-being is a priority. Pupils feel well supported.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Subject and phase leaders have planned a sequenced curriculum. However, in some subjects these plans are not implemented consistently. Some leaders lack the precise skills or experience to spot these inconsistencies. Senior leaders should ensure that all leaders have the necessary skills to make sure these are implemented effectively.
- Some phonics books do not match the current knowledge and needs of all pupils. As a consequence, some pupils do not become fluent readers quickly enough. Leaders need to ensure that all books align with all pupils' needs. This will increase confidence and fluency, and develop a greater love of reading.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in January 2013.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	121951
Local authority	North Northamptonshire
Inspection number	10212529
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	628
Appropriate authority	Local authority
Chair of governing body	Mr Simon Spooner
Headteacher	Mr Marek Krzanicki
Website	www.bartonseagraveprimaryschool.org
Date of previous inspection	26 January 2017, under section 8 of the Education Act 2005

Information about this school

- The school is a larger-than-average sized primary school.
- The school uses no alternative providers.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with senior leaders, including the special educational needs and disabilities coordinator (SENDCo), and representatives from the local authority.
- Deep dives were conducted in the following subjects: early reading, mathematics, physical education and science. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke with teachers, looked at pupils' work and talked to some pupils about their learning. Aspects of the school's personal, social, health and economic education programme were also sampled.

- Information on attendance, behaviour logs and safeguarding records was scrutinised. This included the school's single central record. Inspectors also conducted meetings with leaders to discuss the safeguarding of pupils.
- Inspectors considered pupils' behaviour at various times of day, including in lessons, around the school site and at lunchtime.
- The views of staff were considered through the Ofsted surveys. View of parents and pupils were sought during the inspection and through Ofsted surveys.

Inspection team

Mark Anderson, lead inspector

His Majesty's Inspector

Elizabeth Mace

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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