

West Haddon Endowed Church of England Primary School

Inspection report

Unique reference number	122002
Local authority	Northamptonshire
Inspection number	380382
Inspection dates	12–13 January 2012
Lead inspector	Joseph Peacock

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	201
Appropriate authority	The governing body
Chair	Joe Vaughan
Headteacher	David Rosevear
Date of previous school inspection	10 March 2009
School address	The Green West Haddon Northampton NN6 7AN
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Age group	4–11
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Introduction

Inspection team

Joseph Peacock

Additional inspector

Sherry Gladwin

Additional inspector

This inspection was carried out with two days' notice. The inspectors visited 12 lessons and observed seven teachers. They held meetings with the headteacher, representatives of the governing body and staff, and talked to parents and carers and with pupils. Inspectors observed the school's work, and looked at school planning, assessment data and pupils' completed work. They assessed the quality of the school's documentation including minutes of meetings of the governing body, improvement planning and policies and procedures relating to safeguarding and children's welfare. The inspectors scrutinised 124 questionnaires returned by parents and carers, and others returned by staff and pupils.

Information about the school

The school is smaller than the average primary school. Most pupils are of White British heritage. The proportion of pupils with special educational needs and/or disabilities is broadly average, including the number with a statement of educational needs. Few pupils are known to be eligible for free school meals. A new deputy headteacher and headteacher were appointed in September 2010 and 2011 respectively. All government floor targets for literacy and numeracy have been met in the past three years. The school has National Healthy Schools status.

Day care, managed by a private firm, is provided before and after school. An independent pre-school for children aged two to three years of age opened in September 2011 in a separate, new building on the school site. Both of these aspects of provision are inspected and reported on separately.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	1
Leadership and management	2

Key findings

- This is a good school where a number of strengths have been maintained since the previous inspection.
- Pupils achieve well. Children in the Reception Year are provided with an excellent start to their time in school. Attainment in mathematics is high throughout the school. Attainment in reading by Year 2 is above average, but it is not as high as it is in other subject areas. Writing is a weaker aspect for many pupils throughout Key Stage 2 and, as a result, attainment in English is above average overall, rather than well-above average as it is in mathematics.
- Pupils with special educational needs and/or disabilities make outstanding progress.
- Behaviour and safety are outstanding. Behaviour in lessons and around the school continues to be exceptionally good.
- Pupils' personal development is excellent and the promotion of their spiritual, moral, social and cultural development is outstanding.
- Teaching is good. Teachers engage pupils consistently and ensure that they enjoy school. However, the teaching of letters and their sounds is not as effective as it could be in the Reception Year and Key Stage 1 because of the large size of teaching groups. As a result, work on letters and their sounds are not always matched closely to the different abilities of pupils. In Key Stage 2, pupils are not provided with enough opportunities to write at length or use computers.
- Leadership and management are good. The new headteacher and deputy headteacher inspire confidence and all staff are working as an effective team to improve the school. There is a constant drive towards improvement.
- Partnerships with parents and carers are a strength, reflected in the very positive response to the inspection parental questionnaire.

What does the school need to do to improve further?

- Raise the attainment of boys in reading by the end of Key Stage 1 by implementing a more systematic approach to the teaching of letters and their

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sounds.

- Raise attainment in writing by the end of Key Stage 2 by:
 - ensuring pupils have more opportunities to write at length in English and other subjects
 - making greater use of computers in lessons so that pupils can practise and develop their literacy skills.

Main report

Achievement of pupils

Children enter the Reception class with knowledge and skills levels that are broadly in line with those expected for their age. Boys tend to be behind girls, especially in early writing and in the ability to link sounds and letters. There is a strong emphasis in all activities on developing writing skills, with children encouraged to make lists and write letters in sand or paint. Although groups for teaching letters and their sounds are too large, exciting activities, such as pairing up to enter Noah's Ark after listening to the story, and ample opportunities to choose their own activities and work independently ensure children make rapid progress. The excellent leadership and management of this key stage and outstanding teaching ensure that many children make excellent progress and achieve the targets set for them in all six areas of learning well before the end of their Reception Year. The gap between boys and girls is not as marked by the end of the Reception Year, except in boys' knowledge of letters and their sounds.

Consistently good teaching ensures pupils make good progress through Key Stages 1 and 2. By the end of Year 2, attainment has been significantly above average for the past four years. However, standards in reading are above average, rather than well above as they are in writing and mathematics. Boys, in particular, struggle to find the right approach to reading difficult words. Some are not secure in the sounds some letters or groups of letters make, so often find it difficult to read unfamiliar words. The school's strategies to support and encourage boys' reading are beginning to close the gap with girls and raise overall standards. High attainment is maintained in mathematics by the end of Year 6. However, the fact that pupils do less well in writing means that attainment is above average rather than high in English. Pupils with special educational needs and/or disabilities make outstanding progress because of the expertise of staff and the commitment to give these pupils all the support they need. Parents and carers are, rightly, very positive about the good progress their children make.

Quality of teaching

'Its like we are playing, but we are actually learning' was how a Year 2 pupil explained why everyone enjoys school and makes such good progress. Parents and carers believe that teaching is good and say that 'Nothing is too much trouble' for the

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teachers. These comments reflect the good-quality teaching, with some that is outstanding. The pace, challenge and rapport between pupils and staff result in most pupils completing tasks and making valuable gains in their learning and skills. Accurate assessments of pupils' progress ensure that teachers are able to provide each pupil with tasks that are matched closely to their ability. The interesting and often exciting tasks planned, such as a science experiment with water to show how vibrations cause waves after an earthquake, encourage pupils to work hard and succeed.

The quality of teaching in the Reception Year and for pupils with special educational needs and/or disabilities is outstanding. Teacher expertise in the Early Years Foundation Stage ensures that most children make rapid progress in activities planned for indoors or in the small outdoor area. Children thoroughly enjoyed throwing large dice, making music and working together to build a dinosaur, for example. The progress of individual pupils with special educational needs and/or disabilities is assessed frequently and relevant, additional support is provided where necessary.

Pupils' work shows that in some year groups, teachers are not planning sufficient opportunities for pupils to write at length in literacy sessions or other subjects. Furthermore, insufficient use is made of class computers to promote reading, writing and research skills. Pupils say that teaching is good though they would like to know more about how well they are doing. Most are keen to work hard and do well. Marking, an area for improvement in the previous inspection, is thorough and gives pupils clear guidance on how to further improve their work. Homework is set regularly and teachers take care to match it to the learning needs of pupils. This helps to accelerate their progress and understanding.

Behaviour and safety of pupils

Behaviour in lessons is exemplary. Pupils work exceptionally well in groups or with their partners and clearly respect one another's views and opinions. Teachers were not seen to have any problems with discipline as pupils listen attentively and are quick to respond to class instructions. Pupils' excellent behaviour is a key factor in the school's continuing success. In almost every lesson seen, pupils' behaviour was judged to be outstanding. Most parents and carers agree that behaviour is good. A very small number expressed concerns about disruption to learning by some pupils. Inspectors were highly impressed by the excellent atmosphere for learning in lessons and how effectively adults encouraged and motivated all pupils to do their best. The school is, rightly, proud of its success in working with the very small number of pupils who exhibit challenging behaviour. The exceptional progress made by these pupils and others who have special educational needs and/or disabilities reflects the expertise and commitment of staff to meet individual pupils' needs.

Excellent relationships between adults and pupils are evident in lessons and around the school. Older pupils look after younger ones at break and all pupils say that they feel safe and free from any worries about bullying or intimidating behaviour. A Year 6

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pupil told inspectors, proudly, 'I couldn't have gone to a better school'. A typical comment from parents and carers was 'Happy going to school and still happy at the end of the day!' In lessons, behaviour is outstanding because teachers plan engaging, challenging tasks which successfully motivate pupils. All are keen to do well and there is a quiet purposeful atmosphere for learning in lessons. Pupils' enjoyment of school is evident from their consistently above average attendance. There have been no permanent or fixed-term exclusions in recent years. Every parent and carer who responded to the questionnaire agreed that the school keeps their children safe. All safeguarding policies and procedures are reviewed regularly and safety checks are frequent and rigorous.

Leadership and management

The school, rightly, enjoys its good reputation within the community. 'Super school' and 'fantastic' are a flavour of the comments by parents and carers. The experienced staff team works effectively, inspired by the energy, enthusiasm and commitment of the new headteacher and the deputy headteacher. Strengths are identified and regular assessments of pupils' progress highlight any areas which need improving. The professional development of staff has a high profile and ensures all adults working in the school have relevant and up-to-date knowledge of the different subjects. This accounts for the successful initiatives which are raising standards for boys in reading and for all in writing. Leaders' commitment and dedication are backed up and supported by a governing body which has a wide range of professional expertise. Its members are knowledgeable and fully involved in identifying strengths and areas for improvement from their frequent monitoring visits. Sharing management responsibilities further for checking how well the school is doing and involving the governing body are continuing developments. This is consolidating the school's good capacity to improve.

Parents and carers appreciate the family atmosphere and the clear set of values, firmly rooted in the school's Church of England status. The highly effective promotion of pupils' spiritual, moral and social development is well embedded and reflected in respect, relationships and pupils' outstanding behaviour. The close links with eight other European countries through the Comenius project give pupils an excellent understanding of cultures other than their own. Their multicultural awareness is enhanced by topics within the religious education syllabus and through visits and visitors. African drumming was a popular activity recently and pupils are knowledgeable about celebrations in other religions throughout the world.

The curriculum is good, providing pupils with interesting learning experiences. An internet mathematics programme, for example, is popular and partly responsible for pupils' enjoyment and success in mathematics. Many have the opportunity to learn to play a musical instrument, speak French or attend a good range of before- and after-school clubs.

Effective arrangements for safeguarding pupils reflect the high level of care by staff. The school has an effective policy for ensuring all pupils are treated equally. From

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the very start, extra attention is given to raising boys' achievement in literacy. As a result, the gap between their performance and that of girls is closing. Every parent and carer who responded to the questionnaire agreed that staff efforts to promote equality and meet any bullying or discrimination head on are instrumental in ensuring the school maintains its welcoming, family atmosphere.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



16 January 2012

Dear Pupils

Inspection of West Haddon Endowed Church of England Primary School, Northampton, NN6 7AN

The inspectors enjoyed their visit to your good school. We can see why your parents and carers say that you like school so much. Your teachers and other staff work hard to make school an exciting and happy place for everyone. All of you behave superbly in your lessons and around school. It was good to see how kind and thoughtful you are to one another. Your continued good attendance shows how much you enjoy coming to school each day.

All of you are making good progress as you move through the school, achieving high standards for your age in mathematics in Key Stages 1 and 2. However, your reading is not as well developed by Year 2 as other subject areas and writing is a weaker aspect for many of you by Year 6. We hope that all the efforts your teachers are making to help more of you achieve higher standards in reading and writing will pay off soon. We have asked your teachers to give you more practice with your letter sounds in Key Stage 1 and more opportunities for pupils in Key Stage 2 to write at length and to use computers. We hope that this will help you to improve your skills and make standards in English as high as they are in mathematics.

The youngest of you get off to an excellent start in the Reception Year and have lots of activities to enjoy in the classroom and outdoors. You did well to build the giant dinosaur! It was good to see how much you use computers when you are working. We hope you continue to enjoy all your exciting activities.

We could see how proud you are of your school. Your parents and carers are just as pleased with your school, judging by their comments when we met them and their excellent response to our questionnaire. We do hope you continue to enjoy school, and help it to improve still further by working just as hard in all your lessons.

Yours sincerely

Joseph Peacock
Lead inspector (on behalf of the inspection team)

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