

Geddington Church of England Primary School

Inspection report

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| Unique reference number | 121972 |
| Local authority | Northamptonshire |
| Inspection number | 380372 |
| Inspection dates | 5–6 March 2012 |
| Lead inspector | Mike Thompson |

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

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| 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 | 196 |
| Appropriate authority | The governing body |
| Chair | Jim Harker |
| Headteacher | Sue Spooner |
| Date of previous school inspection | 1 November 2006 |
| School address | Wood Street Geddington Kettering NN14 1BG |
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Introduction

Inspection team

Mike Thompson

Additional inspector

Linda Phillips

Additional inspector

This inspection was carried out with two days' notice. The inspectors sampled just over nine and a half hours of teaching in 17 lessons, and observed seven teachers. They looked at the work in pupils' books, heard a sample of pupils read in Years 1, 2 and 6 and held discussions with pupils about many aspects of school life. The inspectors held meetings with the headteacher, members of the teaching staff and representatives of the governing body. They took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at documents, including the school's improvement planning and data showing the progress made by pupils. The inspectors' scrutiny of safeguarding procedures included a detailed evaluation of pupils' behaviour. The inspectors analysed questionnaires completed by 84 parents and carers, 99 pupils in Key Stage 2 and 20 members of staff.

Information about the school

This school is smaller than many primary schools. Pupils are taught in seven classes, one for each year group. Almost all of the pupils are White British. There are very few from minority ethnic backgrounds and all of these pupils speak English at home. The proportion of disabled pupils and those who have special educational needs is well below the national average. There are very few pupils known to be eligible for free school meals. The school meets the current floor standard set by the government, which determines the minimum expectations for attainment and progress.

The school has the Eco-Schools Green Flag award for its environmental education and performance, and has Healthy School status.

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 | 2 |
| Leadership and management | 2 |

Key findings

- This is a good school. It is not outstanding because teaching is good rather than outstanding. Standards are above average and pupils achieve well. Parents and carers appreciate all aspects of the school’s provision, particularly the high quality of care that their children receive.
- From broadly average starting points, pupils make good progress. By the end of Year 6 pupils are well prepared for the next stage of their education. They are competent and confident when reading and writing, and are quick and accurate when tackling mathematical calculations.
- Most of the teaching is good. Teachers are skilled at motivating pupils with tasks that are both challenging and achievable, and develop them as independent learners. Where teaching is satisfactory rather than good it is because teachers do not focus clearly enough on the skills to be developed or do not explain new concepts clearly. In most lessons, the pace of learning is crisp and teachers have high expectations of what pupils can achieve. However, teachers do not always make effective use of the skills of their teaching assistants in developing pupils’ learning. In the best lessons, teachers effectively promote higher-order learning skills such as pupils’ ability to assess their own performance accurately, and independently focus on improving their work.
- The behaviour and safety of pupils are good. Instances of bullying of any type are rare and are dealt with well. Pupils’ pride in their school and enjoyment of learning are clearly demonstrated by regular attendance and good punctuality.
- The headteacher gives strong leadership, particularly in relation to making improvements in teachers’ performance and providing relevant opportunities for professional development. The curriculum is good. It provides pupils with exciting topics to explore. However, pupils have limited understanding of other cultural traditions or the day-to-day lives of people in other countries.

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What does the school need to do to improve further?

- By January 2013, eliminate satisfactory teaching and focus strongly on developing outstanding features of teaching in all lessons by ensuring that teachers:
 - always make clear reference to the skills that are to be developed in lessons so that pupils know precisely what successful learning will look like
 - develop pupils' higher-level skills in accurately assessing their own work and independently recognising any further improvement that is needed
 - deploy teaching assistants so that they actively support pupils' learning at all times.
- Review curriculum planning to ensure that it enables pupils to develop a good awareness of the richness and diversity of other cultural traditions.

Main report

Achievement of pupils

Almost all of the parents and carers who returned the inspection questionnaire consider that their children make good progress, and all of the pupils surveyed feel that they learn a lot in lessons. Inspection evidence confirms these views.

Attainment on entry is, overall, broadly in line with what is usually expected of four-year-olds. Within this picture there are strengths and weaknesses. For example, children show a good ability to recognise numbers, but have difficulty in understanding concepts such as 'one more' or 'one less'. In many instances, children joining the Reception class have limited understanding of the sounds represented by letters (phonics). Children make good progress in the Reception year and, by the time they move into Key Stage 1, almost all achieve the goals expected at this age. Progress continues to be good in Key Stages 1 and 2. In all year groups, good progress in developing pupils' skills in literacy and numeracy is the result of good teaching across the curriculum. For example, in a Year 6 science lesson about interdependence and adaptation of plants and animals, pupils showed good skills in organising their own research. They used their skills in reading effectively, listened attentively to one another and communicated well when feeding back their findings. They confidently used subject-specific vocabulary, such as 'semi-aquatic' when describing the creatures that they had studied.

It was clear from the lessons observed that all groups of pupils, regardless of gender, ability or background, learn well. Some of the disabled pupils and those who have special educational needs have great difficulty in concentrating for extended periods. These barriers to learning are successfully countered through the sensitive interventions of teachers and teaching assistants, who use questioning well to gently

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steer pupils towards the intended learning without providing the answers for them.

Pupils' attainment by the end of Year 6 in 2009 and 2010 was the equivalent of between two and three terms above the level attained nationally in English and mathematics. Since the school roll is smaller than average, changes in the expected performance of just one or two pupils can have a disproportionate effect on results overall. This proved to be the case in 2011 where a combination of circumstances, including absence, adversely affected results. Although attainment fell, it was just above the national average overall. This year, pupils in Year 6 are well on track to attain the levels previously reached in 2010.

Relationships between parents and teachers are, in almost all instances, extremely positive and an important factor in pupils' good learning. For example, the high-quality written dialogue between the teacher and parents of Reception children in their home/school books provides valuable information to help inform planning.

Attainment in reading is typically above average at the end of Year 2 and well above average by the end of Year 6. Phonics is taught well from an early age.

Quality of teaching

Inspection evidence confirms the positive views about teaching expressed by all parents and carers and all pupils who completed the inspection questionnaires.

The planned curriculum has a positive impact on pupils' learning. For example, work in Year 2 on a theme about space captured pupils' imaginations. It resulted in many examples of good-quality and well-presented extended writing in mini-books about a 'Journey to the International Space Station'. These were accompanied by pupils' thoughtful evaluations of the well-detailed models of the moon buggies that they had constructed. Good levels of challenge are found in most lessons. For instance, in Year 4 pupils were engrossed in their task of multiplying two or three-digit numbers. In doing this, some pupils selected their own methods of tabulating the sums and made thoughtful comments about their learning. Lessons such as these also have a positive impact on pupils' spiritual, moral, social and cultural development by promoting pupils' skills in investigating and working collaboratively.

Teachers manage pupils well and, in most lessons, explain new learning clearly and use questioning effectively to develop pupils' understanding. As a result, pupils are highly motivated, behave well and sustain good levels of concentration in completing their tasks. The pace of learning drops when teachers do not ensure that pupils are absolutely clear about what they have to achieve in lessons. However, in most instances, pupils have clear targets, and teachers regularly adjust these as pupils' learning develops. In some instances, teaching assistants are passive observers during teachers' introductions to lessons; when this occurs they contribute nothing to pupils' learning. Sometimes, teachers' marking of pupils' work has no impact on learning because teachers fail to check that pupils respond to the comments made in their books.

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Behaviour and safety of pupils

Most parents, carers and pupils think that behaviour, both in lessons and around the school, is good. Inspection evidence confirms these views. Teachers are consistent in their application of rewards and sanctions, and pupils know very clearly what is expected of them. Pupils say that there are very few instances of bullying or unacceptable behaviour. The school's records support this view. The few incidents recorded in behaviour logs dating back to 2008 relate mostly to thoughtless rather than malicious behaviour. However, there is a single record of homophobic abuse. There have been no instances of racist behaviour. Whenever minor upsets occur, pupils feel that they are quickly and sensitively dealt with. All of the parents and carers who responded to the inspection questionnaire say that their children feel safe in school and are well looked-after. Pupils have a good understanding of how to keep themselves and others safe, and safe practices such as the careful use of equipment, were observed in all lessons. Pupils have a clear understanding of the risks associated with the use of information and communication technology. There is a strong moral code within the school, and pupils clearly know right from wrong. Pupils' social development is good. They work and play together amicably, and are tolerant of each other's idiosyncrasies. They respect the feelings and ideas of others and have a well-developed sense of fair play. Data for the past three years, together with current records, show that attendance is consistently above average.

Leadership and management

Leaders, and particularly the headteacher, have a clear and ambitious vision for the school and continually look for ways in which it can improve further. This is evident in the school development plan, which sets out a clear agenda based on accurate self-evaluation. Improvements are implemented effectively through the good partnerships between the headteacher, staff and the governing body. The impact of teaching on pupils' learning is regularly monitored and closely tracked. The good leadership of teaching and the management of teachers' performance have resulted in the consistently good achievement of all groups of pupils. The wide range of improvements made since the last inspection, for example in the premises, the curriculum and the quality of the school development plan, has greatly benefited the pupils. The school therefore demonstrates a good capacity for further sustained improvement.

This is a school in which all pupils are warmly welcomed and equally valued, and in which discrimination has no place. The school delivers a broad, balanced curriculum that clearly upholds these values. A particularly noteworthy feature is the excellent way in which it develops pupils' skills as young citizens. Pupils have a very clear awareness of environmental issues. This is recognised through the Eco-Schools Green Flag award, which the school has gained for the fifth time. 'Green' issues permeate all aspects of school life, with responsibilities shared between classes. For example, Year 6 pupils keep a close check on energy consumption, while those in Year 5 scrutinise water and paper usage. Pupils also clearly understand the

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importance of diet and exercise, and this is celebrated through its Healthy School status. The many first-hand learning experiences provided through the promotion of environmental and health awareness make a significant contribution to pupils' good spiritual, moral, social and cultural development. The governing body is well organised. Its members take a keen interest in the work of the school and are effective in holding it to account for its actions. Procedures for ensuring the safeguarding of pupils are robust, and the governing body is vigilant in ensuring that policies to ensure the safeguarding of pupils are rigorously enforced.

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.

7 March 2012

Dear Pupils



Inspection of Geddington Church of England Primary School, Kettering, NN14 1BG

I would like to thank you very much for being so helpful when the inspectors came to visit your school. We really enjoyed meeting you and looking at your work. You told us that you go to a good school, and we agree.

Here is a list of some of the things that your school does best.

- You learn well in lessons and make good progress because you are taught well. By the time that you leave at the end of Year 6, your skills in reading, writing and mathematics are above average. You should be proud of this.
- You develop your personal skills well and, most importantly, you behave well. This is important in helping you to become good citizens in the future. You know a lot about how to care for our environment and how to keep yourselves healthy.
- You told us that you enjoy and learn a lot from the interesting and exciting activities your teachers plan for you.
- You also said that you feel safe. This is because all of the adults in your school look after you well.
- The people who run your school are doing a good job.

Every school has something that could be improved, and this is what we have asked your school to do next.

- Your teachers will make sure that you always know exactly what you have to achieve in lessons. They will also help you to judge for yourselves how well you are doing your work and decide what you need to do to improve. They will also make sure that your teaching assistants share their skills with you even more, to help you to improve your work.
- Your teachers will also make sure that you have more lessons about how people live their lives in other countries and in other parts of this country. I am sure that you will find these really interesting.

We would like you to play your part in helping the school to become even better. The best way for you to do this is to carry on trying hard to achieve the targets your teachers set for you.

Yours sincerely

Mike Thompson
Lead inspector

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