

Naseby Church of England Primary School

Inspection report

Unique reference number	121983
Local authority	Northamptonshire
Inspection number	380375
Inspection dates	22–23 March 2012
Lead inspector	Andrew Saunders

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	65
Appropriate authority	The governing body
Chair	Tim Heydon
Headteacher	Sue Bradburn
Date of previous school inspection	2 July 2009
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Introduction

Inspection team

Andrew Saunders

Additional inspector

This inspection was carried out with two days' notice. The inspector observed 10 lessons taught by four teachers. Observations totalled three hours and 50 minutes. The inspector met with groups of pupils, teachers and members of the governing body and spoke to parents and carers informally. The inspector took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at lesson plans, documents demonstrating the school's self-evaluation, systems to track the progress of pupils, records of the monitoring of the quality of teaching, minutes from meetings, and the 38 inspection questionnaires completed by parents and carers, as well as those completed by pupils and staff.

Information about the school

This is a small primary school in a rural location. The proportion of pupils known to be eligible for free school meals is below average. All pupils are from a White British heritage. There are no pupils who speak English as an additional language. The proportion of disabled pupils and those with special educational needs is broadly average. Their needs include speech and language difficulties, moderate needs, autistic spectrum disorder, and behavioural, emotional and social difficulties. The school meets the government's current floor standards, which set minimum expectations for pupils' attainment and progress. Among other awards the school has enhanced Healthy Schools status and recently won the Guilsborough Film Festival for the third time. Children in the Early Years Foundation Stage are taught in a mixed-age class of Reception to Year 2 pupils. Other pupils are taught in mixed-age classes.

Inspection judgements

Overall effectiveness	1
Achievement of pupils	1
Quality of teaching	1
Behaviour and safety of pupils	1
Leadership and management	1

Key findings

- This is an outstanding school. Since the last inspection the headteacher has ensured that all the key issues have been rigorously addressed, that attainment has continued to rise, and that pupils make outstanding progress. Teaching has improved further, chosen strategies are implemented consistently, and pupils demonstrate great independence in developing their learning.
- Achievement is outstanding and pupils reach levels of attainment which are well above national averages, particularly in English. This is because their progress is always at least good, and often outstanding. Attainment in mathematics, while above average, is not yet as high as in English.
- Teaching is outstanding. Consistent use of clear strategies to ensure pupils know exactly what they need to do to reach the next level of their work means that their progress is rapid, particularly in reading and writing. Teaching is organised so that teachers share the planning of areas they are most confident and passionate about; lessons proceed at an excellent pace. The use of targets is highly effective in supporting pupils' progress in English, but not yet quite as strong in mathematics.
- Behaviour overall is outstanding. The behaviour of nearly all pupils is typically exemplary, and they maintain excellent attitudes to learning even when a very small minority display challenging behaviour. The school manages such behaviour admirably and very effectively to avoid disruptions to learning, and helps these few pupils to become more positive contributors towards the community and their own learning.
- Leadership and management are outstanding. The staff work closely together to identify any key issues and implement effective strategies quickly and consistently to bring about rapid improvements in performance. The headteacher provides an excellent example through her teaching and shared leadership, and has an accurate view of the school's strengths and very few weaknesses.

What does the school need to do to improve further?

- Further raise attainment in mathematics to the levels reached in English, within a year by:
 - developing the use of the new tracking systems so that pupils have clear targets to focus the next steps of their learning in mathematics.

Main report

Achievement of pupils

During the lessons observed, pupils typically made excellent progress because teachers provided challenging work that was closely matched to needs, and the pupils were given good opportunities to develop their independence. When they join the school in Reception, children have skills and knowledge which are typical for their age. The excellent example set by the older pupils helps them to settle quickly into the school routines, which are well thought out to develop independence and enjoyment of learning. For example, younger pupils enjoy reading alongside older pupils, but also have opportunities to develop their own reading and writing skills, especially outdoors. The mixed-age class comprising the whole of Key Stage 1 means there is a consistent approach for pupils and their needs are well known. The rapid pace of progress continues through Key Stage 2. At the end of Year 6 in 2011, attainment was well above average in English and mathematics, although higher in English. Pupils have excellent opportunities to practise their skills in reading, writing and numeracy across all subjects. For example, pupils use their writing targets to ensure they are working at an appropriate level, whatever subject they are doing. The use of targets in mathematics is not yet as well developed.

Reading is a strength of the school. A systematic approach to teaching the linking of sounds and letters (phonics) gives pupils a good start and they reach a good level of competence by the end of Year 2. By the end of Year 6 pupils are very enthusiastic readers, with excellent skills. Since the last inspection the school has introduced effective strategies to improve writing and this, too, is now a strength of the school. Pupils get many opportunities to write extended pieces for realistic purposes. For example, writing play scripts helped them to produce their impressive award-winning film. Parents and carers almost all agree that their children are making good progress and the inspector agreed with them.

The needs of disabled pupils and those with special educational needs are quickly identified because pupils are so well known by the staff. The school has excellent partnerships which help them to ensure each pupil's needs are met effectively. The school is highly inclusive and these pupils participate fully in all learning activities so that they make excellent progress. The very few pupils with behavioural, emotional and social difficulties are particularly well supported, for example through the appropriate use of a nurture group. The school works well with parents and carers to find ways to help these pupils manage their own behaviour independently. Consequently these pupils make at least good progress, and, as they become more independent in doing so, the pace of their progress increases.

Quality of teaching

Teaching is outstanding over time because of the consistent approaches and the way that teachers use the information about how well pupils are doing to plan challenging work for them. Teachers display high expectations of pupils during lessons and use many opportunities for discussion or to work on small whiteboards so all pupils develop their ideas. Effective questioning by adults probes pupils' thinking so that they have to explain their ideas in more detail. Pupils are routinely expected to evaluate their progress towards clear success criteria, which help to focus each lesson and maintain a quick pace. The introduction of strategies to raise the level of writing in the school has been highly effective and pupils enjoy writing for a wide range of realistic purposes. Mathematics is often taught by giving pupils practical problems to solve that are taken from realistic contexts, and these engage pupils and develop their enjoyment of numeracy. For example, pupils in Year 5 and 6 enjoyed using ratios to solve problems such as increasing the quantities in recipes. However, the use of targets is not as well established as in English.

The curriculum makes a good contribution to teaching. Teachers share their expertise and have organised the way different subject areas are taught to make the most of their skills. Homework is used well to consolidate the skills pupils have been focused on in lessons. Marking in books is effective because teachers give pupils clear indications of what they need to do to improve further. Pupils regularly assess their own work and enjoy helping each other to improve what they have done. More-able pupils are given additional challenge, or enabled to get on with their work without waiting for explanations they do not need. Responses to the inspection questionnaire show that parents and carers think teaching is good; inspectors found that the work in pupils' books and the results they achieve, alongside the lesson observations, show that teaching is even better. Ample opportunities to reflect on their work and the world around them, as well as the use of many different cultural and religious examples in the curriculum, mean that pupils' spiritual, moral, social and cultural development is very well catered for.

Behaviour and safety of pupils

Pupils are very proud of their school and enjoy being part of this community. This is evident in their above average attendance and excitement about learning. They enjoy the work teachers give them to do and like working to achieve their targets. A few pupils with behaviour, emotional and social difficulties find this more difficult and very occasionally their behaviour in lessons can be challenging. A minority of parents and carers indicated that they think lessons are disrupted by poor behaviour. The inspector found that other pupils are very understanding of their peers and help each other to remember the expectations of the school. When very occasional lapses occur, the school manages this calmly and effectively so that any disruption is kept to a minimum. Highly effective use of well-trained adults helps pupils to overcome their difficulties and make a more positive contribution to the school. Pupils make the most of the opportunities available to them. During free time pupils enjoy playing together amicably and help to organise games and with setting up or tidying away for lunch. Pupils appreciate the clubs available and contribute actively to their own local community as well as by raising funds for others less fortunate than

themselves. Pupils are very confident about how they can help to keep themselves safe and have a good understanding of how to prevent different forms of bullying, including cyber-bullying. Parents and carers agreed that their children are kept safe.

Leadership and management

The headteacher, together with the other staff, has unerringly identified appropriate strategies to tackle key issues. They have been rigorous in implementing these with impressive consistency, so that outcomes for pupils have continued to improve steadily. Teachers are encouraged to actively seek out training opportunities to improve their own skills and they share these with their colleagues. Other improvements have included the introduction of a more robust system to collect and analyse data about the progress of pupils. Although this is new it is already being used to provide an accurate picture of how well different groups of pupils are doing. For example, the school now more accurately tracks the progress of disabled pupils and those with special educational needs. Along with an emphasis on shared responsibility and developing independence, this demonstrates the school leaders' commitment to ensuring equality of opportunity for all groups of pupils, and their determination to tackle any discrimination. As a result, pupils display highly inclusive and positive attitudes towards pupils of differing abilities and backgrounds. The curriculum is regularly reviewed to ensure it is proving effective in meeting pupils' needs, and pupils themselves are increasingly involved in deciding what topics to study. The spiritual, moral, social and cultural development of pupils is given a high priority in line with the strong ethos of the school. Teaching of children in the Early Years Foundation Stage is effective because excellent leadership ensures they have the opportunities and resources they need to thrive as learners.

The members of the governing body have a good grasp of the strengths of the school, including a clear view of what the data show about the outcomes for different year groups and other groups of pupils. Through their regular, practical support for the school they gain a clear view of the community of learners as well as the local community. Together with the headteacher, the governing body has made sure that arrangements for safeguarding are robust and meet statutory requirements. There is a widely shared vision to continue implementing refinements and to ensure excellent outcomes for pupils. Along with the accurate self-evaluation by the school leaders and the governors, this demonstrates the school has excellent capacity to continue the trend of improvement.

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.



26 March 2012

Dear Pupils

Inspection of Naseby Church of England Primary School, Northampton, NN6 6BZ

Thank you for making me so welcome when I visited your school. I enjoyed seeing the work you were doing and hearing about your views about your school, including through the questionnaires some of you completed. I was particularly impressed with the film the older pupils had made; I can understand why it won the film festival. Many of you told me that you think it is an excellent school. I have judged that it is an outstanding school because it does so many things well.

- You make rapid progress through the school because the teaching is outstanding. As a result, by the end of Year 6 your standards of attainment are much higher than those reached by most pupils of your age, particularly in English.
- Teachers plan the work they give you very carefully to make sure it challenges you and gives you ideas about what happens in the real world.
- The new tracking system the school has introduced helps teachers to make sure that you have helpful targets to work towards. This is particularly effective in English, but not yet quite as effective in mathematics.
- Most of you behave extremely well. Very occasionally a few pupils find it difficult to remember what the school expects of you, and a very few lessons can be disrupted. The adults are particularly effective at helping you to think about how you can be a more positive part of the school.

Although it is an outstanding school, the headteacher and other staff are determined to carry on making it even better. We have asked them to do one thing to help you.

- Use the information they collect about how well you are doing to give you targets that are just as effective in mathematics as they are in English, so that your attainment in mathematics becomes just as high as in English.

Above all you should continue to enjoy your learning and play a positive part in making your school such a great place to learn and develop.

Yours sincerely

Andrew Saunders
Lead inspector

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