

Staverton Church of England Voluntary Aided Primary School

Inspection report

Unique reference number	122029
Local authority	Northamptonshire
Inspection number	380387
Inspection dates	26–27 April 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 aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	94
Appropriate authority	The governing body
Chair	Liz Cowley
Headteacher	Lindsey Evans (Acting Headteacher)
Date of previous school inspection	9 October 2006
School address	Glebe Lane Staverton Daventry NN11 6JF
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Age group	4–11
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Introduction

Inspection team

Joseph Peacock

Additional Inspector

This inspection was carried out with two days' notice. The inspector spent almost four hours visiting eight lessons and observing all class teachers. The inspector took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. He held meetings with the acting headteacher, representatives of the governing body and staff, and talked to pupils, parents and carers. The inspector observed the school's work and looked at assessment data and pupils' completed work, documentation including minutes of meetings of the governing body, improvement planning and policies relating to safeguarding and children's welfare. The inspector scrutinised 35 questionnaires returned by parents and carers, and those returned by staff and pupils.

Information about the school

The school is much smaller than the average-sized primary school. Seventy per cent of pupils travel from the nearby town of Daventry and all pupils are of White British heritage. The proportion of disabled pupils and those with special educational needs is well below average. The number of pupils known to be eligible for free school meals is very low and none are currently claiming free school meals. An acting headteacher started in January 2012 following the resignation of the previous headteacher. Half the teaching staff and half of the governing body have changed this academic year. The school meets the current floor standards, through which the government sets the minimum expectations for pupils' attainment and progress. The school has Artsmark and Activemark awards, National Healthy School status and the International Award. A breakfast club, managed by the governing body, is provided each morning from 8am until school begins.

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. Parents are very supportive and appreciate the enthusiasm of staff and how happy their children are to come to school. The satisfactory progress of higher attaining girls in mathematics and use of information and communication technology to support pupils' learning prevents the school from being judged as outstanding.
- Pupils make good progress throughout. All have a good start in Reception because of the well-managed provision and effective teaching. Attainment is on track to be above average in reading, writing and mathematics for the current Year 6 pupils. In 2011, overall attainment was well above average because this was a more able year group. Attainment data shows that despite good progress in reading, writing and mathematics for most, progress in mathematics is satisfactory for higher attaining girls by Year 2.
- Teachers are highly motivated and their enthusiasm ensures pupils work hard and do well. The excellent support for the few disabled pupils and those who have special educational needs results in outstanding progress for many of these pupils. Pupils have limited opportunities to use computers to carry forward their learning in lessons as some of the resources are becoming old and unreliable.
- Above average attendance has been maintained since the previous inspection. Pupils' positive attitudes and good behaviour in lessons ensure that there is a calm, purposeful atmosphere for learning. Pupils unanimously agree that they feel safe, cared for and valued.
- The acting headteacher and more experienced staff, with the governing body, work as a cohesive team to bring about improvement. Management systems to evaluate teaching and learning are well-embedded and give new teachers the support that they need to be effective. The management of performance is constantly under scrutiny and shared high expectations amongst staff ensure that the school has a good capacity to go on improving.

What does the school need to do to improve further?

- Raise achievement for more able girls in mathematics by the end of Year 2 by ensuring that the work planned for them is more challenging.
- Improve resources for information and communication technology and ensure that they are used effectively to support and enhance learning in lessons.

Main report

Achievement of pupils

Children enter the Reception class with knowledge and skills that vary from year to year. The current intake were broadly in line with expectations for their age; many, however, had better than expected skills in numbers and counting. There is a strong emphasis in all activities on developing early writing and numeracy skills. Children write invitations to the Jubilee celebrations and outdoors, use addition skills to write number sentences and add how many dinosaurs there are in each container. Daily sessions to learn letters and their sounds (phonics) are effective in ensuring most children make good progress and are able to spell out and write simple words accurately and independently by the time they transfer to Year 1. Planned learning is usually exciting, challenging and enjoyable. The shortage of modern technology limits their opportunities to use computers or equipment such as digital cameras to support learning. By the end of the Reception year, attainment is at least in line with expectations in all six areas of learning and most children demonstrate better than expected skills with numbers.

Pupils maintain their good progress through Key Stages 1 and 2. By the end of Year 2, attainment in reading, writing and mathematics is consistently above average. School data show that despite making good progress in most areas, none of the more able girls have achieved above average standards in mathematics for the past three years. It is too early to assess the success of revisions to the curriculum and added challenge for this particular group. Most pupils are secure in the links between sounds and letters or groups of letters when reading. Overall attainment varies between above and well above average by Year 6. The variation is often due to the impact on the very small year groups of individual pupils' performance. Attainment is above average in English and mathematics for the current Year 6 pupils. Pupils' work shows that writing has a high profile with Year 6 producing some highly creative writing as they imagined that they were pearl divers. Most pupils demonstrate above average skills in reading. This is due to the effective early phonics teaching and the efforts of staff, parents, carers and volunteers listening to pupils read regularly.

The achievement of the few disabled pupils and those who have special educational needs is outstanding. They are exceptionally well supported in lessons by skilled teaching assistants. Staff analyse these pupils' progress in depth and accurately identify their individual learning needs each half term.

In their questionnaires, parents and carers unanimously agreed that their children make good progress.

Quality of teaching

Teaching is consistently good and new teachers are effectively supported by more experienced members of staff. Parents, carers and pupils agree that teaching is a key strength. A strong feature in the vast majority of lessons is the quality of teachers' planning which makes full use of assessment information and ensures that work is matched closely to the different ability of pupils. In all lessons, the support from skilled teaching assistants makes a huge difference for pupils, especially any who are finding learning difficult. All Year 3 and 4 pupils concentrated fully when working in groups with the support of staff to create charts about magnets. Reading skills are taught effectively throughout and are tested regularly when pupils read and evaluate their own and one another's work. In one example of outstanding teaching, the high level of debate and challenging task resulted in many producing dramatic diary extracts of their lives as pearl divers. Year 5 and 6 pupils responded well to the instructions for 'quality, not quantity'.

All staff successfully promote pupils' spiritual, moral, social and cultural development. This is reflected in their positive attitudes and good behaviour. The good quality of teaching in the Early Years Foundation Stage ensures that children quickly learn to work together and share equipment. They thoroughly enjoy well-planned independent activities indoors or in the covered outdoor area. Pupils' cultural development has a high profile, demonstrated by pupils' knowledge about the Hindu religion in the pearl divers diary extracts.

Staff did not make much use of computers during the inspection. Some of the resources are said to be unreliable and internet connections in a temporary classroom were proving to be problematic. As a result, there were few opportunities for pupils to using modern technology to support or enhance their learning.

Behaviour and safety of pupils

'Children run to the school gate every day' was a typical comment from parents. It illustrates how much pupils enjoy school. Teachers have effective strategies for managing pupils' behaviour and pupils also have high expectations about behaviour, reflecting their strong sense of what is right or wrong. Behaviour around school is usually exemplary with 'big friend, little friend' ensuring all play well together and look after one another. 'There is no bullying here' was a widely held view. There are no recent recorded incidents of bullying, and pupils understand about different types of bullying including name calling and homophobic behaviour. Pupils say their concerns are quickly and effectively dealt with by staff. Some had concerns about behaviour in lessons because they did not like people calling out answers rather than waiting to be asked. Pupils work exceptionally well in groups or with their partners and clearly respect one another's views and opinions when their work is being evaluated by others. Pupils listen attentively and are quick to respond to class instructions. Pupils' excellent attitudes to learning and their willingness to work hard are key factors in sustaining good progress.

Excellent relationships between adults and pupils are evident in the breakfast club, in lessons and around the school. All clearly enjoy the good range of activities planned

for them to enjoy at breakfast club. Pupils say that they feel safe and every parent or carer who responded agreed that the school keeps their children safe. Pupils' immense enjoyment of school is reflected in their consistently above average attendance since the previous inspection.

Leadership and management

There has been no adverse impact on pupils' progress despite all the recent changes in staffing and in the membership of the governing body. This is because teamwork is strong and the school has well-established routines for identifying, monitoring and evaluating any weaknesses. Senior leaders rigorously monitor teaching, track pupils' progress and provide useful advice for less experienced teachers. Together with effective professional development, this ensures that the quality of teaching is consistently good. Involving pupils in assessing their own work and revisions to the curriculum to include more emphasis on aspects other than calculating, for example, are helping to raise attainment particularly for girls in mathematics. Relevant priorities have been identified and precise plans put in place to bring about improvement. The teamwork of staff and much greater involvement in evaluating standards and teaching by the governing body ensures that performance management is rigorous and effective.

Members of the governing body are knowledgeable and fully involved in helping to monitor all aspects of the school, including through frequent visits. They use their wide range of professional expertise to challenge staff and drive forward improvements. This challenging approach is consolidating the school's good capacity for sustained improvement.

The curriculum is constantly evolving so that it is exciting, interesting and relevant to pupils. Pupils have the opportunity to learn to speak French, play a stringed instrument and many attend the good range of after-school clubs such as gymnastics and basketball with specialist coaches. Pupils' spiritual, moral and social development is promoted effectively. Most have a good understanding of cultures other than their own through topic work and visits to places of worship for religions which are different from their own. The International Award recognises strong, well-established links with Nepal, Australia and South Korea.

Outstanding arrangements for safeguarding reflect the expertise of senior staff and the high level of care for pupils. Promoting equality of opportunity and tackling discrimination are at the heart of the school's work. All pupils are included in all activities and closely supported whatever difficulties they may be facing. This policy is reflected in the outstanding provision for disabled pupils and those who have special educational needs. All staff are fully involved in helping to promote the excellent partnership the school has with parents and carers.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	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 to 31 December 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.
Floor standards:	the national minimum expectation of attainment and progression measures.
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.



30 April 2012

Dear Pupils

**Inspection of Staverton Church of England Voluntary Primary School,
Daventry, NN11 6JF**

Thank you for your welcome when I inspected your school. I enjoyed my time with you very much. A special thank you goes to those of you who shared your views with me about school. You told me that you feel extremely safe and well cared for and I found evidence to support this view in lessons and around the school. Key strengths are your above average attendance, the outstanding progress made by those of you who are disabled or who have special educational needs and the high level of safeguarding.

I judged that your school is good. You clearly enjoy learning enormously and behave well in lessons and around school. I found that the things you learn about in lessons are usually well planned, challenging and interesting. Many of you told me how much you like your teachers and how they make learning fun. Teaching at your school is consistently good and this makes sure that all of you work hard and do well.

Your acting headteacher, all the staff and governors work exceptionally well as a team to make sure recent staff changes do not affect you too much. Every member of staff is involved in arrangements to check how well you are doing and to find anything that is not as good as it should be. They have found that no girls achieve above average standards in mathematics by Year 2. I have asked staff to add more challenge in mathematics lessons to see if this helps. Most of you make good progress throughout and your overall attainment is always above average in reading, writing and mathematics. A scrutiny of your work and observations in many of the lessons showed that there are few opportunities for you to use computers. I have asked the staff and governors to improve resources and make sure they are used much more to help with your studies.

Congratulations on what you have achieved so far and best wishes for the future. I hope that you will continue to work hard and enjoy school as much as you do.

Yours sincerely

Joseph Peacock
Lead inspector

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