

Yardley Gobion Church of England Primary School

School Lane, Yardley Gobion, Towcester, NN12 7UL

Inspection dates

20–21 February 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress because they are taught consistently well.
- Leaders have built on the previous report's recommendations. They have made sure that mathematics is well taught and that pupils' achievement in both English and mathematics is much improved.
- Reading for pleasure and research is a strength because even the youngest pupils are taught how to use letter sounds confidently. Older pupils enjoy finding new words and expressions in a wide range of texts. They read with feeling and curiosity.
- Teachers make lessons interesting by using learning resources well, asking questions that make pupils think and encouraging pupils to talk about their work with one another.
- Pupils are proud of their school, feel very safe and free from bullying. They are reflective, responsive and interested in the world around them. Older pupils take care of younger ones and shoulder responsibility very well.
- Pupils get on well together and help one another to learn. They trust their teachers and ask questions when they are unsure or make suggestions to build on other pupils' ideas. Teachers encourage pupils' self-confidence and manage pupils' behaviour expertly.
- The school has improved since the previous inspection because leaders and governors know it well and take the correct actions to improve it. Leaders keep a close eye on pupils' progress, set more demanding targets and support teachers and pupils in completing it.

It is not yet an outstanding school because

- Although the amount of good-quality teaching has improved, the proportion of outstanding teaching is not high enough because marking is not always followed up and leaders are not checking closely enough on teaching quality.
- Not all boys in Years 2 and 3 reach the writing standards of which they are capable.

Information about this inspection

- Nine lessons were observed; one lesson was observed jointly with the headteacher. The inspector also observed an assembly, listened to groups of pupils read and analysed samples of pupils' work.
- Meetings were held with staff, the Chair of the Governing Body and groups of pupils.
- The inspector took account of 18 responses to the on-line questionnaire (Parent View). Parents' and carers' views were also gathered from a letter, from written questionnaire returns and from conversations during the school day. The inspection also took account of the questionnaire returns from staff.
- The inspector observed the school's work and examined documents, including: the school improvement plan; school data related to pupils' progress; policies and records related to health and safety; local authority monitoring reports; governing body minutes; performance management documents; and records on teaching quality.

Inspection team

Richard Cheetham, Lead inspector

Additional Inspector

Full report

Information about this school

- Yardley Gobion Church of England Primary School is smaller than most other primary schools. The pupils are taught in five classes.
- Very few pupils are known to be eligible for the pupil premium, which provides additional funding for children in local authority care and for children known to be eligible for free school meals.
- Nearly all pupils are White British and one pupil speaks English as an additional language.
- The proportion of pupils supported through school action is below average as it is for those supported through school action plus or with a statement of special educational needs.
- All pupils are taught on site. The school does not use alternative off-site provision to support any of its pupils.
- There is a pre-school group on the school site that is not managed by the governing body and was not part of this inspection.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Raise the quality of teaching from good to outstanding by:
 - checking even more closely on teaching quality to give teachers sharper guidance to improve their practice
 - ensuring that all marking of pupils' written work is followed through with them so that they avoid repeating mistakes.
- Ensure that boys in Years 2 and 3 achieve more highly in writing by setting higher expectations with them and providing detailed support and guidance for them.

Inspection judgements

The achievement of pupils is good

- Children start in Reception with knowledge, skills and understanding that are mostly typical for their age. However, their social and emotional development is more advanced as is their knowledge and understanding of the world and their creative development. They adapt very quickly to class routines and very much enjoy their learning.
- They make good progress during their time in Reception and this continues throughout Years 1 to 4. This is because of good teaching and the pupils' strong desire to learn. In Year 5, and particularly in Year 6, pupils learn at an even faster rate because of high-quality teaching and pupils' high levels of interest and support for one another.
- Pupils known to be entitled to free school meals make similar progress and achieve as well as their classmates because of additional support.
- Pupils with special educational needs or disabilities also make similar progress to their classmates because their needs are identified and catered for at an early stage.
- In recent years, there has been a trend of rising improvement in the Year 6 tests. Last summer's data show well-above-average attainment in both English and mathematics. The current Year 6 pupils are making rapid progress and their attainment in English and mathematics is above that expected.
- The basic skills of reading, writing and number provide a firm foundation for good progress overall. Letter sounds and combinations are taught well, and reading skills are encouraged through direct teaching and the opportunity to practise and discuss. By the end of Year 2, reading standards are above average and pupils confidently work out the meanings of words new to them. By Year 6, pupils thoroughly enjoy their reading, and use their skills extremely well for researching and presenting their projects.
- Pupils make a good start with writing, but boys in Years 2 and 3 do not achieve as well as the girls because they do not concentrate on detailed improvement and are satisfied with what they produce. By Year 6, writing standards are above average and the gap between boys' and girls' attainment has narrowed due to teachers' insistence on hard work and attention to detail. Older pupils' writing often features mature expression and a wide range of vocabulary.
- Younger pupils have a good grounding in number skills as well as a secure understanding of other aspects of mathematics. Older pupils use their secure number skills to solve problems or carry out investigations confidently. They explain clearly how they worked out their answers.
- Nearly all parents and carers surveyed believe that their children are progressing well.

The quality of teaching is good

- The quality of teaching has improved since the previous inspection. It is now mostly good and occasionally outstanding. It has enabled all pupils to make at least good progress across the school, but there is not yet enough outstanding teaching to raise pupils' achievement to the next level.

- Reading, writing and number skills are taught thoroughly and lessons are planned well. Often, but not always, the plans set difficult work for more-able pupils and this helps ensure their good progress.
- Learning is mostly managed well so that the tasks pupils work on are fitted well to their levels of concentration and interest. However, not enough is expected of boys' writing in Years 2 and 3 and teachers' questions while pupils work in groups do not challenge them sufficiently.
- Teamwork between the teacher and teaching assistant is particularly strong in Reception. Staff provide a wide range of learning opportunities inside and outside the classroom. Here, and elsewhere, teachers make good use of resources to stimulate pupils' interest and to keep them well motivated.
- Teachers are good at asking questions to assess what pupils know or where their difficulties lie. This is particularly apparent in Reception and Year 6 and, from pupils' answers, teachers provide accurate guidance and encouragement.
- All teachers encourage pupils to work together to support one another's learning or to check each other's work. Pupils then learn well since other pupils' explanations often help them think things through.
- The school has made good progress in improving the quality of teachers' marking of pupils' work. This is now done well and gives pupils good directions for improvement. It often provides the starting points for succeeding lessons. Marking is followed up exceptionally well in Year 6. Here, pupils' work shows significant improvement because they have time to follow up the comments. In other classes, this follow-up is not routine and the impact of marking is lessened.
- Pupils want to learn and improve. As one Reception child said in anticipation of a fun letters and sounds lesson, 'Let's get this party started.' Most know what to do to make improvements. Older pupils have a very keen sense of this and inspire one another to achieve.

The behaviour and safety of pupils are outstanding

- This is a safe and friendly school, which cares exceptionally well for its pupils and where they and the staff share the same values. Pupils' consistently good behaviour and consideration for one another are key factors in promoting their good academic progress.
- There are excellent relationships among adults and pupils. Pupils want to work hard and please their teachers, so they follow the rules and look out for one another. They know that keeping safe is partly about following the agreed school rules.
- Pupils and staff agree that the introduction of 'think sheets' has been very successful. These are used to help pupils understand why they have misbehaved and how they can improve. The 'think sheets' are now rarely used and so all pupils can look forward to the end-of-term treats.
- Pupils are very positive about their school. 'It is small enough for us to be quiet and big enough to have lots of friends,' said one. They are confident, polite and self-correcting. They talk enthusiastically about their work in lessons and their involvement in extra activities and residential trips.
- Besides their pride in work, pupils' enjoyment of school is also shown by their above-average attendance and good punctuality.

- Pupils have a well-developed understanding of how to keep safe and know whom to go to in school if they have difficulties. They know about different kinds of bullying. The anti-bullying monitors said they usually only had to comfort the occasional younger pupil who, for instance, was a little upset at not being invited to a party. They know about calculated risks because of their residential trip activities.
- In their various ways, pupils make a good contribution to their school and local communities. Younger pupils return the registers. Older ones are on the school council and help make decisions such as the adventure playground design. Pupils also help in day-to-day matters such as assembly monitors.

The leadership and management are good

- The headteacher and senior teacher have had a sustained impact on school improvement and enjoy the confidence of pupils, staff, governors, parents and carers. In the on-line survey, all the respondents noted that they would recommend the school to their friends. School leaders have ensured that the previous report's recommendations have been acted on.
- The two senior leaders have worked with staff to improve teaching quality and seek to raise this quality to outstanding. Current evaluations of teaching quality are not sharp enough to do this without alteration. The process of setting targets for teachers to improve their work is linked well to their pay. Termly evaluations of individual pupils' progress help set the staff training and school improvement agenda.
- Leaders have built a strong sense of staff teamwork through carefully delegating responsibility, and morale is high. The local authority no longer provides the training it did, but staff work successfully with other local schools and seek other sources of support.
- Besides her other responsibilities, the Reception class teacher leads the Early Years Foundation Stage well. Links with parents are made productively at this stage and continue to benefit home and school throughout pupils' time in school. The home learning projects, additional resources and community activities are good examples of this. One parent said, 'This school is at the centre of our community.'
- Subjects are carefully planned so that basic skills are practised across the curriculum and information and communication skills are beginning to be used to good effect. The school plans to increase its capacity further in this area.
- Pupils' outstanding spiritual and cultural development is fostered through artistic and musical activities and through the school's participation in the Comenius project. This forges links with schools across Europe. The Take One Picture project gave rise to a great variety of Year 6 artistic and research projects. Pupils' moral and social development stems from staff expectations. It also comes from rule setting with pupils, from their opportunities for reflection and from their inclination to do the right thing.
- The local authority has rightly assessed this school as needing only 'a light touch'.
- **The governance of the school:**
 - This is effective because governors fulfil all their national requirements well. They are led and organised well. The governing body both sets and reviews the headteacher's targets for improving her work. Governors are well informed by the headteacher's detailed reports, which include analyses of how well pupils and teachers perform. Governors also have a programme

of visits to the school to see things at first hand. They do not yet examine the details of the progress of different class groups in order to hold the school and staff more fully to account. They manage the school budget carefully to improve school equipment. They know how well pupils do as a result of the pupil premium finance and see that it is spent on additional support from teaching assistants. They make sure that safeguarding arrangements meet requirements.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	122007
Local authority	Northamptonshire
Inspection number	402075

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	108
Appropriate authority	The governing body
Chair	Lesley Wolstenholme
Headteacher	Carolyn Gleeson
Date of previous school inspection	18 September 2009
Telephone number	01908 542261
Fax number	None
Email address	bursar@yardleygobion.northants-ecl.gov.uk

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