

# Paulerspury Church of England Primary School

High Street, Paulerspury, Towcester, NN12 7NA

**Inspection dates** 27–28 February 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The teaching of pupils from all groups, including disabled pupils and those who have special educational needs, is good and enables them to make good progress.
- Pupils achieve well. This is particularly so in phonics (learning about the relationships between letters and the sounds they make) and in writing.
- The leadership and management of the school have been effective in raising the quality of teaching and learning.
- Behaviour is good because pupils have good attitudes to learning and are keen to do well.
- Adults ensure that the opportunities provided for pupils in lessons and clubs are interesting and enjoyable.
- The provision for pupils' spiritual, moral, social and cultural development is good. As a result, the basic culture of the school is one of care for others.
- Links and training opportunities with other local schools are good and have improved teachers' and governors' knowledge and effectiveness.

### It is not yet an outstanding school because

- Although lessons enable pupils to make good progress in mathematics, reading and writing, opportunities are sometimes missed for learning to be accelerated still further by pupils applying these new skills in practical tasks and investigations in other subjects.
- Teachers are not all as rigorous in encouraging pupils to regularly evaluate their own progress towards reaching their individual next steps in learning in mathematics as they are in literacy.

## Information about this inspection

- The inspector observed teaching in all classes in six lessons, including one which was a shared observation with the headteacher. In addition, pupils were heard reading, assembly was observed and pupils' work in books was scrutinised.
- Discussions were held with a range of people including the coordinator for provision for disabled pupils and those who have special educational needs, the Chair of the Governing Body, pupils and a representative of the local authority.
- Inspection took account of the 49 responses to the online questionnaire (Parent View) as well as five responses to staff questionnaires.
- The inspector observed the school's work and looked at a number of documents, including documents relating to safeguarding, planning and monitoring documentation, records relating to pupils' behaviour and attendance, documents relating to spending money received for the pupil premium (which provides additional funding for students in local authority care and those known to be eligible for free school meals) and the school's own data on pupils' progress.

## Inspection team

Sheelagh Barnes, Lead inspector

Additional Inspector

## Full report

### Information about this school

- Paulerspury is smaller than the average primary school.
- Almost all of the pupils are White British.
- The number of pupils known to be eligible for the pupil premium, which provides additional funding for looked-after children and those known to be eligible for free school meals, is much lower than the average.
- The proportion of disabled pupils and those who have special educational needs supported through school action, school action plus or with a statement of special educational needs, is below average.
- The headteacher took up her post in April 2011. Before that, there had been two temporary acting headteachers for the previous two years.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- No pupils are currently educated in alternative provision away from the site.

### What does the school need to do to improve further?

- Improve the quality of teaching and learning so that it is more often excellent by:
  - teachers organising lessons to give pupils more regular and systematic opportunities to develop literacy and numeracy skills in practical tasks and investigation in all subjects
  - developing pupils' skills in evaluating their own progress towards their individual next steps in learning, particularly in mathematics.

## Inspection judgements

### The achievement of pupils is good

- Children start in the Reception class with skills and knowledge broadly in line with that expected for their age. They make good progress, particularly in their personal and social development and early literacy skills.
- Good progress continues in Key Stage 1, because of the good quality of the teaching, so that, by the end of Year 2, standards are above average in reading, writing and mathematics.
- Throughout Key Stage 2, pupils continue to make good gains in their learning. Although in recent years progress has been good throughout Key Stage 2, this has not always been the case. There was some significant underachievement in the past, which is only now being completely made up.
- Disabled pupils and those who have special educational needs make similar progress to their peers, as do those few pupils who are eligible for the pupil premium. The gap between potentially lower attaining pupils and the rest is being effectively eroded. Pupil premium money is spent on ensuring that all pupils have equal access to trips and visits and musical tuition.
- Progress in learning about the sounds letters represent (phonics) is particularly good. This is because of the initial focus leaders placed on the improvement of this aspect of learning. The introduction of systematic teaching of phonics has had the effect of enabling pupils to make good progress in developing skills in reading and in their writing. Pupils swiftly become confident and avid readers and writers.
- The quick progress pupils make in developing literacy skills is also aided by their involvement in self-evaluation of how well they are proceeding towards their next steps. Because of this, they start to take more responsibility for their own learning.
- Progress in mathematics is good throughout the school, although not as strong as literacy. Systems to aid pupils in their self-evaluation of how well they are doing in mathematics have been put in place, in the form of cards highlighting the next step for each pupils to take to improve their work. However, as the school has already identified, these are not yet used consistently. Some have been filled in, in detail by the teacher, others have minimal information on them. Pupils are not regularly reminded to use them in all classes and, as a consequence, some are relatively unused.

### The quality of teaching is good

- Teaching for children in the Early Years Foundation Stage is good and, as a result, children settle into school well and make a good start in their learning. This is particularly the case in the establishment of school rules and routines, and in learning to read and write.
- There has been a whole-school emphasis on improving the quality of teaching in recent years, which focussed initially on improving the teaching of reading and writing. The resulting emphasis on developing pupils' awareness of the links between the written letters of the alphabet and the sounds that they represent is having a positive impact on their learning. As a consequence of this and other improvements, pupils make good progress in literacy.
- Disabled pupils and those who have special educational needs are supported well in class and

through individual and small-group tuition, so that they make progress in line with their peers.

- Teachers make highly effective provision for pupils' spiritual, moral, social and cultural development through the topics they choose and the emphasis they place on thinking of others. As a result, pupils are thoughtful and sometimes initiate collections for charity without prompting from adults.
- Teachers plan lessons to interest pupils and with their different needs in mind. Pupils enjoy activities such as finding interesting words to describe flowing water to create poems, or planting seeds to find out what conditions they will grow in best, and they concentrate well as a result.
- Teachers sometimes provide too much guidance in how investigations and experiments could be set up or how results could be recorded. This limits the progress pupils make in developing skills in initiative, research and evaluation. As a result, the progress pupils make is good rather than outstanding.
- A new marking policy has been introduced, helping to point out to pupils to how they can improve their work and reminding them of their specific personal next steps in writing and in mathematics. This is starting to make a significant impact in raising standards in literacy and in some mathematics lessons. However, it is not yet consistently applied in all subjects.
- Teachers give pupils the opportunity to evaluate for themselves how well they have done in developing literacy skills. However, this does not happen consistently in all classes in the case in mathematics.

### **The behaviour and safety of pupils are good**

- Pupils have positive attitudes to their work and to school. Because of this, their attendance is above average and their punctuality is good.
  - The great majority of parents who responded through the online questionnaire said that they feel that their children are safe and cared for in school. Pupils say that there is little bullying or prejudice and that disagreements are usually resolved quickly.
  - Pupils have good awareness of safety issues and how to keep themselves safe, including when using the internet. They recognise unsafe situations. They say they are confident that any problems they have can be shared with staff.
  - The provision for pupils' spiritual, moral, social and cultural development is good. There are good opportunities for pupils to learn about the thoughts and views of others. As a result, the pupils are well prepared to talk about the world in which they live in and the beliefs of others. Their care for more vulnerable members of the school community is automatic and intuitive, because of the examples set by adults.
  - Pupils' opinions are taken seriously and their views are included in decision making within the school. This is through school and class councils. Pupils say that they know that their views are held as important. In discussions, pupils make decisions such as which charity to raise funds for next. Because of this, they develop as responsible members of the school community.
  - Staff management of the behaviour of pupils is good. There is a consistent approach within the school. As a result, the school provides a positive and industrious environment and pupils try their hardest to conform to the high expectations.
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- Just occasionally, pupils' exuberance and enthusiasm means that reminders have to be given to them about keeping noise levels down, so as to not disturb others.

### **The leadership and management are good**

- The headteacher has an accurate view of the school's strengths and areas for improvement. She has high aspirations for the school. She has the full support of staff and governors alike.
  - Systems for assessment and tracking of the progress of pupils from all groups have been made more rigorous. Any signs that pupils' progress is slowing are swiftly responded to, in the form of extra help.
  - There has been a detailed focus on improving standards in literacy. This has been extremely successful. The school leadership is now turning its attention to improving standards in mathematics.
  - The headteacher ensures that teaching is monitored closely, and professional development is closely linked to individual needs and to school improvement priorities. As a result, the quality of teaching across the school has been raised.
  - Safeguarding systems fully meet requirements. All necessary checks are completed and staff have received the appropriate level of training.
  - The range of subjects taught is enriched by a wide variety of after-school clubs, visits out of school and visitors into school. For example, a recent visit from the Leicester Space Centre inspired awe and wonder in the pupils. There are many opportunities for pupils to take part in sporting and musical events, some with other local schools.
  - The local authority has provided good-quality support and training, which has enabled the school to improve the quality of teaching and learning.
  - **The governance of the school:**
    - The effectiveness of the governing body has been improved in recent years through training and guidance, so that it is now good. Governors provide school leaders with effective support and realistic challenge. They hold leaders to account for the quality of education provided and are fully aware, through their monitoring, that this has also improved and is now good. Governors ensure that resources are used wisely, including pupil premium funding, which is used to enrich and extend learning experiences for those for whom it is provided. They also take their responsibility for the management of performance of staff as vital, and so evaluation is linked both to salary progression and also to pupils' achievements. Governors are also involved in a system to evaluate their own performance, in conjunction with other local schools.
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## 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

<b>Unique reference number</b>	121986
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	406069

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	115
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Tim Foster
<b>Headteacher</b>	Sarah Whitlock-Pritchard
<b>Date of previous school inspection</b>	13 July 2011
<b>Telephone number</b>	01327 811674
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