

Spratton Church of England Primary School

School Road, Spratton, Northampton, NN6 8HY

Inspection dates 25–26 April 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
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.

- Pupils make good progress from their different starting points. Almost all pupils reach, and some exceed, national expectations in all year groups, especially in English. Disabled pupils and those who have special educational needs progress equally well.
- Standards are rising, particularly in mathematics. This year, in Year 6, the majority of pupils are also on track to exceed national standards in mathematics.
- Year groups are very small and vary in size. Individuals vary in need, so care must be taken when comparing data with other schools and with previous year groups as each individual represents a high proportion of the total and a different proportion of the year group.
- Teaching is mostly good with some outstanding. Teachers question pupils very well to help them with their learning. They also use their knowledge about individual pupils to plan lessons carefully to help individuals improve.
- Behaviour is good and pupils feel safe. Bullying incidents are rare. There is a positive feel about the school with good relationships between teachers and pupils.
- Leadership and management are good. Greater responsibility given to staff for the formal tracking of pupils' progress has helped raise standards. Changes to the learning programme over the last two years have helped improve teaching and higher expectations have also been set.

It is not yet an outstanding school because

- Not enough teaching is outstanding.
- The number of pupils exceeding expected progress rates is not yet high.
- Pupils do not consistently have enough opportunities to work together.
- Teachers do not always use marking to help pupils know what to do to reach the next step in their learning.
- Home school link diaries are not consistently used to best effect.

Information about this inspection

- The inspector observed teaching in all three classes including three joint observations with the interim executive headteacher. A total of six lessons were observed. In addition, short classroom visits were made to observe pupils at work.
- The inspector had discussions with the Chair of the Governing Body and a foundation governor, a representative from the local authority, the executive headteacher, three subject leaders, teachers, and a group of pupils.
- The inspector looked at a range of documents and electronic information including the school's tracking of pupils' progress, documents relating to safeguarding, data on special educational needs, a pupil case study, the school's self-evaluation document and the school improvement plan.
- A range of pupils' work was scrutinised across different subjects and the inspector heard pupils of different ages read.
- There were no results recorded on the online questionnaire (Parent View) as there were not enough responses. The inspector met informally with a number of parents at the start of the school day.

Inspection team

Kathryn Skan, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is much smaller than the average sized primary school.
- The very large majority of pupils are White British. There are no other significant groups.
- There are no pupils who speak English as an additional language.
- The proportion of pupils known to be eligible for free school meals and for whom the school is receiving additional income (the pupil premium) is average. There are no children looked after by the local authority and no children of service families.
- The proportion of disabled pupils and those who have special educational needs supported through school action is well below average.
- The proportion of disabled pupils and those who have special educational needs supported through school action plus or a statement of special educational needs is below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The current headteacher started in January 2011 and was on maternity leave at the time of the inspection. A headteacher from another school is temporarily acting as executive headteacher part-time in the interim.

What does the school need to do to improve further?

- Increase the amount of outstanding teaching and thereby further raise standards and rates of progress across the school by ensuring:
 - marking of pupils' work consistently set outs the next steps in their learning so that pupils make as much progress as they can
 - pupils work together more often including marking each other's work
 - pupils are given the time to read and respond to the teacher's marking in their books.
- Enable more pupils to exceed national expectations by:
 - Using a problem solving approach to mathematics, including investigating real life problems, consistently throughout the school
 - consistently using home-school link diaries to develop a mutual dialogue between teachers and parents about pupils' reading
 - encouraging every pupil to actively push themselves to achieve the very best they can.

Inspection judgements

The achievement of pupils is good

- Small numbers enter Reception each year from diverse backgrounds and at varying starting points. Children then make expected or better progress in all areas especially personal and social development, physical development and mathematical development. Children tend to enter with communication and language at a lower level than other areas. Last year almost all pupils reached at least age-related expectations in all areas of learning by the end of the Early Years Foundation Stage.
- Pupils remain in the same mixed-age class throughout Reception, Year 1 and Year 2. Pupils in Year 1 last year achieved above average in the word-based reading check. In Year 2 they reached at least average levels in reading and mathematics and broadly average in writing. Now, two terms later, they are achieving slightly above age-related expectations in Year 3.
- Current Year 2 pupils are making good progress. More pupils are expected to achieve the higher levels in reading, writing and mathematics this year due to learning on a daily basis with older pupils for English and mathematics which is having a positive effect.
- Key Stage 2 pupils also make good progress. Pupils in Year 6 reached above average standards in English last year, doing particularly well in writing. Teacher assessments also show pupils made at least expected progress in mathematics, with one third of pupils exceeding expected progress. This year almost all pupils have already reached the higher levels in reading and writing. The majority of pupils have also already reached the higher level in mathematics.
- Standards are rising throughout the school. There have been improvements in all areas since the last inspection, most particularly in writing. All pupils are well prepared for secondary school. Disabled pupils and those who have special educational needs make equally good progress. Pupils read widely and often, though home school diaries are not used consistently well to develop a dialogue between home and school about reading.
- There were not enough pupils known to be eligible for free school meals in 2012 to comment on their attainment without identifying them.

The quality of teaching is good

- Teaching is mostly good and sometimes outstanding. Teachers are good at skilfully questioning pupils to help them with their work. They also know individual pupils very well so they are able to plan lessons carefully to help individual pupils make good progress according to their performance in previous lessons. Lessons are enjoyable for pupils but pupils do not always have enough opportunities for paired and group work.
- Teachers have high expectations of what pupils can achieve and the pace of their teaching is good. Not all pupils always push themselves to achieve the most they can when working independently in lessons. Fewer pupils exceed nationally expected progress than might be possible if they were encouraged to actively push themselves harder.
- Pupils are taught effectively in reading, writing and communication, with drama taking an increasing role in supporting learning across different subjects. The investigative and problem-solving approach to mathematics taught in the Years 5 and 6 class is very effectively raising mathematics standards across this class. The approach is being 'rolled-out' to other year groups

but it is not yet consistent across the school.

- Teachers track pupils' progress regularly in reading, writing, mathematics and science very well and use this knowledge to set appropriate targets for pupils. They also use the information to help pupils know what to do next to improve, but they do not always use marking to consistently set out the next step to help pupils make as much progress as they can. Also they do not always give pupils time to read and respond to marking or plan for them to mark each other's work to improve their understanding.
- Teaching assistants are very effectively used and are good at supporting learners at all ability levels to improve, including disabled pupils and those who have special educational needs and those who receive pupil premium funding. Appropriately targeted support and intervention is well-matched to pupils' individual needs at all levels including high-ability pupils.

The behaviour and safety of pupils are good

- Behaviour is good. Pupils feel safe and there are good relationships between pupils and teachers so the school feels a friendly place to be. Attitudes to learning are positive and low-level disruption is rare. Particular pupils' needs are well met, with help being sought from outside agencies to meet specific needs including emotional issues where necessary.
- Bullying is exceedingly rare. Pupils know about different types of bullying and what to do should it occur. Pupils play very well together in the playground and on the school field. They report that they feel safe and enjoy playtimes. Any incidents that do occur are recorded and followed up with appropriate action. Parents spoken to unanimously felt their children were safe at school and raised no concerns about behaviour or safety.
- Various whole-school rewards such as team points and special weekly assemblies are valued by pupils and are supported by age-appropriate rewards agreed between pupils and their teachers within classes. Known consequences are used for any unacceptable behaviour should it occur, involving two warnings before 'time-out' is given.
- Attendance over 3 years is average. It is currently above average so far this year. No pupil groups are significantly different in attendance over time. Persistent absence is decreasing showing an average level last year, helped by not authorising term-time holidays. There have been no recent exclusions.

The leadership and management are good

- Leadership and management throughout the school are good. More responsibility being given to staff for tracking pupil progress has helped raise standards over the last few years because teachers are now clear about where pupils are, where they should be, and what they are aiming for.
- The headteacher is highly thought of by staff and parents. She has clearly made a difference in the last two years since she started at the school. Expectations and ambition have been raised. The executive headteacher is doing a good job, part-time, in her absence.
- Accurate monitoring and effective performance management have improved standards. Professional development of staff has been closely matched to the needs of the school and individuals. Teachers are set appropriate targets that focus on pupil progress. Teachers report

they feel well supported by the school's appraisal system.

- Effective devolvement of responsibility to subject leaders has enabled them to flourish. They have been able to ensure the school has continued to run smoothly in the headteacher's absence.
- Self-evaluation is robust and accurate. The school development plan is highly relevant and actions are well planned to raise standards. Leaders and governors make sure that all pupils have equal opportunities. Discrimination of any kind is not tolerated, ensuring the full inclusion of all pupils.
- Changes to the learning programme over the last two years have helped improve teaching. It offers effective opportunities for learning for all pupils and is well organised. It promotes good behaviour and an understanding of safety issues as well as supporting pupils' spiritual, moral, social and cultural development.
- Parent links are good. Parents who spoke with inspectors were very enthusiastic about their children's experience at the school and identified the school's small size as an asset. They think the small class sizes which help develop pupils' confidence, the individual attention and going to older age classes for English and mathematics are strengths.
- The local authority regards the school as requiring only 'light-touch' support. It has made termly visits to evaluate the school through data analysis and discussions with the headteacher. During these occasions it has confirmed the accuracy of the school's judgements.
- **The governance of the school:**
 - The governing body is a strength of the school and provides effective support and challenge to the school's leadership. Governors have a clear understanding of the quality of teaching and of pupils' achievement compared with all pupils nationally. They know what the school has done to improve its performance and governors make sure finances are used in a way that supports pupils' learning effectively. They know how the pupil premium is being spent and how the pupils entitled to it are doing. Last year, pupil premium funding was used to provide extra teaching assistant hours for one-to-one and group support. The governing body uses its knowledge to make decisions about staffing and to make sure pay is linked to teachers' performance and they know what is done to tackle any underperformance if it should arise. They use the strengths of individual members of the governing body well, with link governors reporting back to the governing body regularly, including on health and safety. Governors ensure statutory duties are met and that arrangements for safeguarding pupils meet current 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	121991
Local authority	Northamptonshire
Inspection number	412234

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	53
Appropriate authority	The governing body
Chair	Enid Jarvis
Headteacher	Sarah Stoppani
Date of previous school inspection	14 June 2010
Telephone number	01604 846530
Fax number	01604 847761
Email address	bursar@spratton-ce.northants-ecl.gov.uk

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