

Great Addington Church of England Primary School

Woodford Road, Great Addington, Kettering, NN14 4BS

Inspection dates

11–12 February 2014

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.

- Good teaching means pupils make good progress and reach above-average standards in reading, writing and mathematics.
- The headteacher has the respect of pupils and parents. He leads the school very well and keeps the quality of teaching and learning effectively under review.
- Parents and carers have a high opinion of the school and are extremely pleased that their children attend it.
- The arrangements to provide for pupils' spiritual, moral, social and cultural development are outstanding.
- The teaching of music is outstanding and pupils' knowledge of music is much higher than usually seen in primary schools.
- The school has very close links with the local community and its church links are very strong.
- Governors are closely involved with the school's development. They play a key role in supporting the school and holding it to account.
- Pupils have a wide range of experiences which promote mature attitudes to learning and to life.
- Staff are committed, enjoy their work and want to do their very best for the pupils.
- Pupils behave well and have a good knowledge of how to keep themselves safe.

It is not yet an outstanding school because

- Activities in the Reception class are not challenging enough and the children do not make the same progress as elsewhere in the school.
- Although there have been opportunities available for the most able pupils to reach the highest Level 6 in key subjects, few pupils have yet reached this level, although several pupils are targeted to achieve Level 6 in the future.
- Teaching does not always develop pupils' writing skills in subjects other than English.

Information about this inspection

- The inspector observed teaching in 11 lessons. Two observations were undertaken jointly with the headteacher.
- Discussions took place with the headteacher, members of the senior leadership team, a group of pupils, some other staff and four governors, including the Chair of the Governing Body.
- The inspector had a telephone conversation with a representative of the local authority.
- Pupils were heard reading and observations were made of the teaching of reading.
- The inspector sampled pupils' work in different year groups, examined records of pupils' progress and read the school's improvement plan. A range of other documentation was examined, including policies, practice and procedures that relate to safeguarding.
- The views of staff were sought and seven responded to a written questionnaire.
- The inspector looked at the 55 responses from parents on Parent View, the government's website for parents' views about their children's school.
- The inspector held a meeting with a parent at her request and took her comments into account.

Inspection team

Peter Sudworth, Lead inspector

Additional Inspector

Full report

Information about this school

- This school is smaller than the average-sized primary school. It has four classes: one for the Reception year and three for pupils of mixed ages in Years 1 and 2, Year 3 and 4, and Years 5 and 6. Additional staffing allows for the formation of year group classes for the teaching of English and mathematics.
- Almost all pupils are from White British backgrounds.
- The proportion of pupils who are supported by the pupil premium is lower than average. This is additional government funding for pupils who are looked after by the local authority, known to be eligible for free school meals or from families with a parent in the armed forces.
- The proportion of disabled pupils and those who have special educational needs supported by school action is around the average. The proportion supported by school action plus or with a statement of special educational needs is above average.
- 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?

- Improve the provision for the children in the Early Years Foundation Stage so that their progress accelerates to at least good by:
 - improving the quality of teaching in that part of the school so that the children learn through a wider range of challenging activities
 - ensuring that the children are always given work which builds on what they already know
 - improving the quality of the learning environment, including the area outside, so that it stimulates children's curiosity and inspires them to learn more effectively.
- Improve attainment even further, especially for the most-able pupils by:
 - ensuring that the most-able pupils reach the highest Level 6
 - extend opportunities for pupils to write in subjects other than English in order to develop their writing skills more effectively.

Inspection judgements

The achievement of pupils

is good

- Good teaching over time has enabled pupils consistently to attain above-average results at the end of Years 2 and 6 in reading, writing and mathematics. Usually, above-average proportions of pupils reach the higher levels.
- Pupils supported through pupil premium funding make good progress, as do pupils from minority ethnic backgrounds. Disabled pupils and those who have special educational needs also make good progress because they are identified quickly and action is taken to help them overcome their difficulties.
- Pupils have done well in the national phonics check in Year 1 in the past two years. Last year almost all pupils reached the standard, a much higher proportion than nationally.
- In Key Stage 2, pupils build successfully on their above-average attainment in Key Stage 1 and make good progress. In 2013, the proportions reaching the higher Level 5 in mathematics and reading were over double the national average and also higher in writing and in their knowledge of grammar, punctuation and spelling. No pupils reached the highest Level 6 in 2013. The very small number of pupils in Year 6 supported through the pupil premium means it is not possible to make comparisons between the attainment of this group of pupils and others.
- Progress in reading is outstanding because of very effective teaching and support from parents and carers. Pupils' attainment in reading is typically about a year ahead of their peers nationally by the end of Year 6. Last year, higher proportions of pupils made both expected and better than expected progress in reading, writing and mathematics.
- Pupils speak confidently with a good range of vocabulary and listen attentively. They have good skills in music because teaching is outstanding in this subject. Pupils' two-part singing and sense of rhythm when playing percussion are of a high standard.
- Children's attainment when they start school varies from year to year because of the small numbers in each year group, but it is typically as expected nationally. In 2013, attainment was around the average at the end of Reception because the children had made expected progress from their starting points. Progress here is not as rapid as in the rest of the school because work does not always build well enough on what the children already know.
- More-able pupils do very well with much higher percentages reaching Level 5 than average. The school is working hard to ensure that some pupils achieve Level 6.

The quality of teaching

is good

- Mostly good and sometimes outstanding teaching enables pupils to build on previous learning well. Very good use of well-directed teaching assistants in small group teaching in reading, writing and mathematics means that pupils make continuous and secure progress.
- Reading books are well matched to pupils' capabilities so they can enjoy the content. Phonics (knowledge of the sounds letters make) is well taught. The techniques used to teach phonics make the pupils eager to learn new sounds. They quickly practise new knowledge by applying it in writing.

- Marking is good. It helps pupils to appreciate their successes and to know how they can improve their work. Pupils are given time to respond to their teachers' comments before new work is started. Pupils also know what they must do to reach the level they are working towards. Their personal learning targets also keep them focused on improving their work.
- Teachers prepare lessons well and use learning resources effectively. Good subject knowledge means they provide good detail about the lesson focus. An outstanding example of this was seen in Year 6 when the teacher used terms such as 'broadsheet' and 'tabloids' in a study of journalistic writing to extend pupils' vocabulary. Front pages from different newspapers helped pupils to understand the style of journalism used in each. Pupils enjoyed the challenge and worked maturely to compare the different styles well.
- The school's expectations of good behaviour and pupils' good attitudes to their work constantly promote mutual respect. Teachers monitor pupils' activities effectively and pick up quickly on any misunderstandings. Hence, good use is made of time and pupils complete a good amount of work in lessons.
- Teaching in the Early Years Foundation Stage is not of the same good quality as elsewhere in the school. A range of activities is provided but the children do not learn enough because the work is sometimes too easy. The limited outside environment and activities provided for them there do not encourage the children to engage in purposeful learning sufficiently well.

The behaviour and safety of pupils are good

- A good range of experiences contributes well to the pupils' enjoyment of school. Discussion about extra-curricular activities, including residential trips and music, prompted them to say 'We are quite a privileged school.' They like their teachers and feel well cared for. They say that they feel very safe.
- The behaviour of pupils is good. Pupils also feel that it is typically good and that most pupils behave well. They are well informed about bullying and so understand the different forms that it can take, including cyber bullying. Behaviour records confirm that there is very little inappropriate behaviour. Pupils' positive attitudes to learning mean that lessons go uninterrupted.
- The school's work to keep pupils safe and secure is good. As a result, pupils' knowledge of safety is good. They are aware of the possible dangers when using the internet and know not to talk to strangers. They have confidence in their teachers. 'Teachers always understand,' they said.
- Pupils feel that their views are listened to and that the school is 'really fair'. The school council's suggestion of a friendship bench has worked successfully. Pupils raise money for charities and arrange their own events to do so, such as toy sales.

The leadership and management are good

- The headteacher leads the school very well, with deep commitment to the pupils and their families. The family atmosphere, together with staff's enjoyment of their work and support for the headteacher, is very clearly evident.
- Strong teamwork enables staff to support each other in fulfilling their particular responsibilities. This ensures that the development of subject teaching and the analysis of the progress being

made are good. The school adopts a wide range of methods to keep teaching quality under review, although it does not seek pupils' own views about their learning.

- Reviews of teachers' performance are written well. Teachers' personal targets link closely to accelerating pupils' progress, especially in writing. They are also closely linked to the national Teachers' Standards. Targets are precise and their impact is measurable.
- Pupil premium funding has been spent wisely and successfully on extra staff to support individual and small group work. Its use ensures equal opportunities for all pupils. Pupils supported through this funding make similar rates of progress to their peers.
- Extra sporting activities organised by coaching staff financed from the primary school sports funding has increased pupils' involvement in sport. It has also extended opportunities for swimming. Pupils reach a good standard in swimming by the end of Year 6.
- The senior leadership team operates too informally. The lack of specific meeting dates and an agenda mean that other staff do not have the opportunity to contribute matters for discussion.
- The curriculum is planned well with a good range of extra activities, including residential visits. Links between subjects reinforce learning. However, pupils do not always write at sufficient length when studying subjects other than English. Older pupils do not write in ink frequently enough in preparation for secondary school.
- Good links with parents and carers support pupils' progress. Parents and carers are helped to assist their children at home through good channels of communication and educational meetings at school. Parents and carers are also very supportive of the school in several ways, including financially. Good links with other schools enable staff to engage in joint training events.
- Strong church links, high-quality assemblies, memorable curricular and residential experiences contribute well to the outstanding provision for pupils spiritual, moral, social and cultural development.
- The local authority does not have much involvement in the school as it has confidence in it and has a very limited number of advisers.

■ **The governance of the school:**

- The governing body is well led and committed. Its members have good professional skills which are used effectively in committees. Their regular visits and links with subjects and individual staff, for example to look at pupils' work, keep them well informed about teaching and learning.
- Governors have undertaken training to interpret assessment data and so they gain a good understanding of pupils' progress. Minutes of the governing body indicate that governors challenge and question effectively.
- Governors contribute suggestions for the school development plan. They were fully involved in decisions about spending the pupil premium and the primary sports funding, and can detail the positive outcomes of both.
- Safeguarding arrangements meet current requirements.
- Members know about the arrangements to review staff performance and to award pay increases only where teaching and progress are good. They know about the school's arrangements in the case of any inadequate teaching.

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	122021
Local authority	Northamptonshire
Inspection number	431223

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	101
Appropriate authority	The governing body
Chair	Helen Buckley
Headteacher	Richard Meekings
Date of previous school inspection	4 June 2009
Telephone number	01536 330642
Fax number	N/A
Email address	head@gt-addington.northants-ecl.gov.uk

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