

Inspection of Collingtree Church of England Primary School

Lodge Avenue, Collingtree, Northampton, Northamptonshire NN4 0NQ

Inspection dates: 10–11 March 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Pupils are proud of their friendly, family-centred school. They say that they feel safe because adults care about them and listen to them. They appreciate that their teachers explain things well, so they learn a lot.

Pupils are enthusiastic about what they learn. Topics, such as 'an Arctic adventure', grab their interest. Older pupils put themselves in the shoes of Ernest Shackleton and his team. Pupils enjoy trips that extend their experiences, for instance going ice skating. Pupils read interesting books and complete mathematics challenges that give them a 'buzz'.

Staff help pupils to be thoughtful citizens. Pupils respect that every person is special, because everyone is 'humankind'. Pupils understand right and wrong. They vote for house captains, who set a good example. The 'Collingtree collective' organise fundraising for charities. Pupils enjoy many clubs. They improve their talents through gymnastics, arts and craft, and playing musical instruments.

Pupils say that the school rules are fair. They told us that they rarely break them. They relish receiving house points for doing their best in learning or for being kind. Pupils know what bullying is and say that it happens infrequently, if at all.

What does the school do well and what does it need to do better?

Senior leaders, together with the trust, have been unflinching in improving the school. They have strengthened the school team through careful recruitment and effective training. They ensure that everyone has high expectations of what pupils can learn and do. Pupils' achievement has improved across the school. Parents and carers appreciate that the school is well led. They welcome the 'huge improvements'.

Leaders make sure that phonics is well taught from the very start. Staff receive regular training to keep their subject knowledge up to date. Pupils use the sounds that they know to tackle the well-chosen books that they read. This gets them off to a strong start.

Leaders ensure that reading is always a priority. Teachers share exciting books in all classes. As pupils move through the school, teachers introduce sophisticated vocabulary. Teachers show pupils how to use evidence from texts. Pupils are confident to answer demanding questions about what they read. Leaders have improved the library and the range of books available. They make sure that parents understand that reading at home is important. Pupils' love of reading continues to grow.

Leaders make sure that teachers help pupils use their growing vocabulary in their writing. They show pupils how to use grammar well and craft their ideas for effect.

Older pupils' writing is descriptive and exciting to read. For example, one pupil wrote, 'The dying ship sank mournfully to the ocean bed.'

Mathematics is well taught throughout the school. Leaders make sure that teachers build on what pupils already know. They show pupils how to use their mathematical knowledge to solve demanding problems. Pupils achieve well.

Leaders ensure that teachers cover what is necessary in all subjects. Pupils enjoy interesting topics, such as 'walking with dinosaurs'. Leaders are writing improved plans for all subjects. These include what they want pupils to learn, revisit and remember. In English and mathematics, this is well established. Leaders have improved science and history planning. Teachers build up what pupils know in these subjects, so that pupils achieve well. Not all subjects are as well developed.

The trust provides effective training for curriculum leaders and staff. Senior leaders are developing plans to secure expert leadership of all subjects. They are considering the best way to do this in a small school.

Caring staff ensure that children get off to a secure start in the early years. Children settle well and enjoy the many activities on offer. Teachers plan learning that captures children's interests. For example, children enjoy exploring splashing, pumping and draining while playing in the water area. Teachers make sure that children get off to a strong start with learning phonics and numbers. Children are well prepared for Year 1.

Pupils with special educational needs and/or disabilities receive effective help and support. Staff plan precise steps to build up learning for each pupil.

Pupils behave well and want to help others. They are polite and thoughtful towards each other and to visitors. All staff share high expectations of pupils' behaviour.

Staff give pupils many opportunities to develop as well-rounded individuals. Pupils fundraise for issues they care about. They take part in residential visits and visits to museums. They find out about and respect others' beliefs.

Leaders care about staff's well-being. They have developed a strong sense of teamwork. Staff are proud of the part they play in improving the school.

Safeguarding

The arrangements for safeguarding are effective.

Staff put pupils' welfare first. Leaders provide staff with regular safeguarding training. Leaders and staff know pupils well. Staff share any safeguarding concerns without delay.

Leaders are tenacious. They work well with external agencies to provide support for

pupils who need it. Leaders check staff's suitability to work with children before they start to work at the school.

Pupils learn how to keep themselves safe. They know why they should not share personal information on the internet. Pupils know what to do if they feel worried and trust all staff to help them.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school's curriculum is not yet sufficiently coherently planned and taught in some subjects. However, it is clear from the actions that leaders have already taken to plan the curriculums in subjects such as science and history, that they are in the process of bringing this about. For this reason, inspectors have applied the transition arrangement in this case. Senior leaders should extend their good work to other subjects. They should make sure that teachers have the knowledge, understanding and expert training to implement and develop the curriculums effectively, so that pupils achieve well in all subjects.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	144395
Local authority	Northamptonshire
Inspection number	10121193
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	116
Appropriate authority	Board of trustees
Chair of trust	Margaret Holman
Headteacher	Rebecca Osborne
Website	https://collingtreeprimary.org.uk/
Date of previous inspection	Not previously inspected under section 5 of the Education Act 2005

Information about this school

- The school opened, as part of the Peterborough Diocese Education Trust, on 1 April 2017. When its predecessor school, Collingtree Church of England Primary School, was last inspected by Ofsted, it was judged to be inadequate overall.
- The executive headteacher was appointed in September 2016.
- The majority of teachers joined the school when it opened as an academy.
- The school provides before-school childcare.
- The school is a Church of England school. The last section 48 inspection was carried out on 13 July 2017.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We met with the executive headteacher, the head of school, the special educational needs coordinator, curriculum leaders, the early years leader, three

representatives from the trust and the chair of the local academy governance committee.

- We did deep dives in the following subjects: reading, writing, mathematics and art. We visited lessons, scrutinised pupils' work, listened to pupils reading and spoke with pupils and teachers about their lessons. We also considered curriculum guidance and the quality of pupils' work in science, history and geography.
- A wide range of documents was scrutinised, including those relating to safeguarding, behaviour, the school's plans for improvement and curriculum planning. We considered information about pupils' achievement from published information and looked at information on the school's website.
- We took account of the 47 responses to Ofsted's online survey, Parent View. There were 13 responses to the staff survey. There were five responses to the pupil survey.

Inspection team

Mandy Wilding, lead inspector	Ofsted Inspector
Michael Wilson	Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2020