

Inspection of a good school: Pattishall Church of England Primary School

School Road, Pattishall, Towcester, Northamptonshire NN12 8NE

Inspection dates:

25 and 26 January 2022

Outcome

There has been no change to this school's overall judgement of good as a result of this initial (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a full inspection were carried out now. The next inspection will therefore be a full (section 5) inspection.

What is it like to attend this school?

Pupils, parents and carers, and staff agree that pupils are happy and safe at school. Pupils know that they can go to any adult in school for help. As one commented, 'Teachers will always be there for us.'

The behaviour of pupils in school is orderly and calm. Pupils are polite and well mannered. They enjoy being with their friends and play well together. Pupils understand what bullying is and say it does not happen at Pattishall. Pupils respond thoughtfully and respectfully to all adults in school. They concentrate well in lessons. Pupils understand how they can express their emotions and feelings in a safe way. They say that the 'rainbow club' is a place they can go to if they are anxious or worried.

Pupils show respect and tolerance towards others, including towards those of different faiths and religions. As one pupil commented, 'It doesn't matter who you are, as long as you are kind.'

Pupils learn about diversity and difference through the school's curriculum. They are encouraged to aspire and set goals for themselves. However, the curriculum is not yet complete.

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

Leaders know the school's strengths and weaknesses well. They have developed a clear vision for the curriculum and have identified the 'golden threads' that they feel are important to be included in all subject curriculums. They work closely with staff in developing subject curriculums so that everyone understands what is required and there is coherence across the whole curriculum. Not all subject plans are at the same stage of development but leaders have identified the next steps to take.

Leaders have high expectations and ambition for all pupils. They pay close attention to pupils' emotional well-being. They consider the barriers pupils may have that prevent them from learning and try to resolve them. They ensure that pupils feel safe and secure, so that they are ready to learn.

Teachers work together to develop their expertise in the teaching of mathematics. They consider how vocabulary and the structure of a lesson support all pupils, including those with special educational needs and/or disabilities (SEND), to know more and remember more over time. Adults in the early years ensure that children learn to count in a variety of ways as part of their normal school routines. For example, some counted as part of snack time while others learned to add two groups of bean bags together outside.

Leaders have prioritised reading. They ensure that most pupils learn to read by the end of Year 2. Pupils enjoy reading because they say it helps them to 'learn new words' and understand different ideas. Pupils receive reading books that are matched to their reading ability. However, there are some inconsistencies in how phonics sessions are delivered.

Leaders have developed curriculum plans in history and geography. Other subjects are in the early stages of development. However, curriculum plans do not clearly identify how pupils will know more of a subject over time. They do not make clear the knowledge pupils need to know. The plans do not support teachers to develop an understanding of what each year group, including in the early years, needs to know and remember over time. Sometimes teachers choose activities that do not help pupils know more of a subject. This means that sometimes pupils do not know or remember the essential knowledge as they move through school.

Curriculum leaders do not consistently support teachers to teach their subjects well, so that pupils know more and remember more in all subjects.

This is an inclusive school. Leaders provide a range of clubs for pupils. This includes opportunities in sports, music and languages. Leaders live out the value of 'let everything we do be done with love' to ensure that all pupils, including those with SEND, receive the right help and support to participate in school life. Leaders ensure that all pupils, including those with SEND, are able to participate in clubs, for example.

Staff feel that leaders are considerate of their workload and well-being. They are given time to complete any additional work. A typical comment from staff was, 'The culture of respect is strong.'

In discussion with the headteacher, the inspector agreed that ensuring consistency in the teaching of early reading, curriculum sequencing and leadership may usefully serve as a focus for the next inspection.

Safeguarding

The arrangements for safeguarding are effective.

Leaders know their families and pupils well. Vulnerable pupils receive support that is specific to their needs. Leaders ensure that support from external agencies is used to support vulnerable pupils.

Leaders ensure that staff have the expertise in order to spot pupils who may be at risk. Staff are vigilant and report concerns quickly. Governors regularly check the school's safeguarding procedures.

Leaders have ensured that the curriculum enables pupils to learn about safety, including how to stay safe online. Pupils also learn about healthy relationships. They understand how to ask for help if something is worrying them.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- There is some inconsistency in how well adults teach early reading. This means that not all pupils improve their reading skills as quickly as they could do. Leaders should ensure that all staff have the subject knowledge and expertise to ensure that the early reading programme is delivered consistently and accurately.
- Leaders have not ensured that subject-specific knowledge and disciplinary knowledge in all subjects is clearly identified. This means that teachers do not know which knowledge or concepts are the most important and need to be revisited regularly over time. Leaders should identify clearly the most important knowledge and concepts, including in the early years, so that pupils are well prepared for their next stage in education.
- In some curriculum areas, leaders do not have a strong overview of their subject. They have not developed curriculum plans that enable pupils to know more and remember more. Senior leaders should ensure that subject leaders have the necessary support and expertise to develop curriculum thinking, so that pupils know more and remember more in all subjects.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in October 2016.

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 information from Ofsted Parent View 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	121985
Local authority	West Northamptonshire
Inspection number	10211570
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	156
Appropriate authority	The governing body
Chair of governing body	Amanda Callear
Headteacher	Emma McLean
Website	www.pattishallschool.co.uk
Date of previous inspection	12 October 2016, under section 8 of the Education Act 2005

Information about this school

- Since the last inspection, a new headteacher and a new chair of governors have been appointed.
- The school's most recent section 48 inspection, which is an inspection of the school's religious character, took place in February 2016.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with school leaders and has taken that into account in their evaluation of the school.
- The inspector met with school leaders, including the special educational needs and disability coordinator (SENDCo), the early years leader, curriculum leaders and teachers.
- The inspector met with representatives of the local governing body, the diocese and the local authority.
- To judge the quality of education, specific subjects of the school's curriculum were examined. This included meeting with subject leaders, consideration of leaders'

curriculum organisation, visiting lessons, meeting with staff and pupils and sampling pupils' work. The subjects that were selected for this focus were early reading, mathematics and geography. Aspects of the school's personal, social, health and economic education programme as well as music and religious education plans were also sampled.

- Information on attendance, behaviour logs and safeguarding records was analysed. Meetings with leaders to discuss the safeguarding of pupils were also conducted.
- Pupils' behaviour was considered at various times of day, including in lessons, around the school and at lunchtime.
- Views of parents, pupils and staff were considered through the Ofsted surveys and by meeting parents during the inspection.

Inspection team

Shaheen Hussain, lead inspector

Her Majesty's Inspector

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