

# Inspection of a good school: Tiffield Church of England Voluntary Aided Primary School

High Street South, Tiffield, Towcester, Northamptonshire NN12 8AB

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Inspection date:

10 February 2022

## **Outcome**

Tiffield Church of England Voluntary Aided Primary School continues to be a good school.

## **What is it like to attend this school?**

Pupils are proud of their school. They love that everyone knows each other well in this small school. Pupils say that they all look out for each other. The school is a happy and caring place to work and play.

Teachers have high expectations of what pupils can achieve. Pupils rise to these expectations. Their behaviour in and around school is exemplary. Not a minute of learning time is wasted in lessons. Older pupils are excellent role models for younger pupils.

Leaders are aspirational for pupils. They plan carefully for the attributes they want pupils to develop. Pupils work towards an external award in each year group to develop life skills and a 'can-do' attitude. Even the youngest pupils in school understand what it means to persevere.

Pupils trust the adults in school. They feel safe. They are confident that, on the rare occasions when there is a problem in school, teachers will sort it out straightaway.

Parents and carers are positive about the effective ethos and culture that leaders have created. One parent commented that the school is, 'a nurturing environment where the children are happy and look forward to going to school every day'.

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

Leaders have developed a curriculum that is ambitious and well organised. They have considered the needs of all pupils, including the small number of pupils in school with special educational needs and/or disabilities. Key learning has been identified for all subjects. Plans are written to make sure that new learning builds on prior learning.

Leaders have provided staff with a wealth of opportunities to work closely with other schools in the federation. Teachers who work in the same year groups plan together and share examples of good practice. Subject leaders work across all the schools, bringing high levels of expertise and enthusiasm to their roles.

Pupils enjoy their learning. They appreciate the support that their teachers give them. Teachers think carefully about how they can provide the best possible support for pupils in mixed-age classes. Teachers explain new concepts well in many lessons. For example, in a key stage 2 mathematics lesson, skilful teaching enabled older pupils to use algebraic equations successfully to solve problems. However, in some lessons, the activities that teachers provide do not match well enough what they want pupils to learn. These activities do not move pupils' learning on.

Teachers assess pupils' learning regularly in English and mathematics. Gaps in pupils' learning are identified quickly. Teachers use this information to pinpoint where pupils need extra help. These assessment procedures are not yet developed in other subjects. As a result, teachers do not know when pupils have misconceptions, or routinely check that new learning is secure.

Reading is at the heart of the school's curriculum. Pupils learn to love reading. Pupils delight in their daily story times. They listen with complete engagement as their teachers read to them. Every opportunity is taken to introduce new vocabulary to pupils. Pupils use these new words as they speak. For example, a child in Reception Year accurately used the word 'persevere' to describe the actions of a character in a story.

Children start to learn to read as soon as they join the school in Reception Year. Phonics is taught systematically. The books that pupils read are closely matched to the sounds they know. As a result, pupils become confident and enthusiastic readers.

Leaders strategically plan the experiences and opportunities that pupils have in school. They are determined that pupils will be prepared for life in modern Britain. They want pupils to broaden their horizons and to go beyond their comfort zone. Leaders make sure that pupils learn about faiths, cultures and the lives of others that may be very different from pupils' own experiences. Pupils relish the opportunities they are given to take on responsibilities. Older pupils run lunchtime clubs. Pupils are elected to become members of the school parliament and eco-committee. Pupils become positive, resilient and reflective members of their school and their local communities.

Governors provide effective challenge to school leaders. They check that leaders are making the right decisions to continue to improve the school.

Leaders and governors have made sure that staff's well-being is prioritised. Staff say that their workload is considered. They all agree that the school is a great place to work.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have prioritised safeguarding pupils. All staff receive regular training so they can recognise pupils who may be at risk of harm. Leaders make sure that staff's safeguarding knowledge stays fresh in their minds. Staff report concerns promptly. Leaders make sure that concerns raised are followed up. Staff are fully aware of the specific risks that pupils face, both in and out of school.

Pupils learn how to keep themselves safe through the curriculum and events in school. Leaders make sure that pupils learn how to develop positive relationships and how to use technology safely.

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

### **(Information for the school and appropriate authority)**

- In a few lessons, activities are not closely matched to what teachers want pupils to learn. This means that pupils are not learning as well as they can. Leaders need to ensure that all staff have appropriate training and develop their subject knowledge to plan lessons that maximise pupils' learning.
- Leaders have not developed a consistent approach to assessment in the foundation subjects. Teachers do not systematically check where pupils may have missing or insecure knowledge. Leaders need to develop a manageable assessment system for foundation subjects that enables teachers to assess what pupils know and remember from the curriculum.

## **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 a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in February 2013.

## **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

<b>Unique reference number</b>	122031
<b>Local authority</b>	West Northamptonshire
<b>Inspection number</b>	10211636
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	44
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Daniel Lister
<b>Headteacher</b>	Eliza Hollis
<b>Website</b>	<a href="http://www.forestfederation.co.uk">www.forestfederation.co.uk</a>
<b>Date of previous inspection</b>	10 January 2017, under section 8 of the Education Act 2005

## Information about this school

- The school is part of The Forest CE Federation.
- The school is a Church of England voluntary-aided school within the Diocese of Peterborough.
- The school's most recent section 48 inspection took place in March 2016. This is an inspection of the school's religious character.
- The school does not use any alternative provision.

## Information about this inspection

This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders, and have taken that into account in their evaluation.

- During the inspection, inspectors met with the executive headteacher, the deputy headteacher and three representatives of the governing body, including the chair and vice-chair. The lead inspector also spoke to a representative of the local authority.

- Inspectors carried out deep dives in these subjects: reading, mathematics and history. For each deep dive, inspectors met with subject leaders to discuss the curriculum, visited lessons and spoke to teachers and pupils. The lead inspector observed pupils reading to a member of staff.
- Inspectors reviewed a range of documents relating to safeguarding and met with the school's designated safeguarding leads. Inspectors also spoke to pupils and staff about the school's arrangements for safeguarding.
- Inspectors observed pupils' behaviour in lessons, during an assembly and at playtime and lunchtime. They also spoke to staff and pupils about pupils' behaviour in school.
- Inspectors gathered parents' views of the school through discussions at the school gate and reviewing responses to Ofsted's online survey, Parent View.
- Inspectors also considered the responses to the online staff and pupil questionnaires. They spoke to staff about their well-being and workload.

### **Inspection team**

Caroline Poole, lead inspector

Her Majesty's Inspector

Adrian Rollins

Ofsted Inspector

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