

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

School Lane, Titchmarsh, Kettering, Northamptonshire NN14 3DR

Inspection date: 21 April 2022

Outcome

Titchmarsh Church of England Primary School continues to be a good school.

What is it like to attend this school?

This inclusive school has a warm and friendly atmosphere. It has a family feel to it. Staff know the pupils and their families very well. The school values of hope, friendship, love, honesty and respect shine through.

Pupils say that they are happy and safe here. Staff expect pupils, including pupils with special educational needs and/or disabilities (SEND), to work hard and behave well. They do. Pupils are rewarded with house points, merit certificates and, sometimes, hot chocolate with the headteacher. Pupils say that bullying is rare. Any reported instances or fallings out are dealt with swiftly and fairly.

Pupils enjoy the responsibility of being on the sports crew and the school and church councils. There are opportunities to develop pupils' talents and interests. These include street dance, Latin and various sports clubs. Pupils attend different residential activities as they progress through the school. These help to develop their self-esteem and confidence.

Parents and carers are overwhelmingly supportive of the school. One comment from a parent, typical of many, was, 'I couldn't wish for a better school for my children. They have all flourished here.'

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

Leaders have made a good start to deciding the precise subject knowledge and vocabulary that they want pupils to learn, and when, across the different subjects. However, they have not quite finished this work. In a small number of subjects, it is not yet clear what pupils should learn and when, so that they are able to build up their knowledge over time.

There is a consistent approach to the teaching of mathematics. This begins for children in the early years. Leaders have ensured that staff have received effective mathematics

training. Staff have good subject knowledge. They explain content clearly. Pupils remember what they have been taught through effective questioning and appropriate assessments. For example, pupils in Year 4 can talk confidently about factors, multiples and inverse operations.

The teaching of phonics and early reading is a strength. Children in the early years and pupils in key stage 1 are following a consistent phonics scheme. Staff have been well trained. Pupils' reading books are appropriate. They match the sounds that pupils are learning. Accurate assessments quickly identify any pupil who might be falling behind. These pupils receive effective support to help them to catch up. Older pupils say they enjoy reading. There is a good selection of books for them to choose from the well-stocked library.

Pupils' personal development is catered for well. Pupils in Years 3 and 4 learn a musical instrument. Recent visitors to the school have taught about circus skills and run dance workshops. There are various opportunities for pupils to learn about people from a range of backgrounds. Recent examples include Alan Turing and Rosa Parks. Pupils also learn about faiths and cultures that are different to their own. Pupils have an age-appropriate understanding of relationships and health education. They are being prepared well for life in modern Britain.

Leaders have high expectations for pupils with SEND. Staff are skilled in adapting lessons so that these pupils achieve well. Pupils with SEND are identified promptly. They receive effective help. There are links with outside agencies such as the speech and language team and an educational psychologist. For a small number of pupils with SEND, the support they receive is not as precise as it could be.

Children in the early years get off to a good start. There is a range of appropriate activities. In particular, these help to develop their mathematical, phonics and writing skills. There are appropriate resources. Relationships between adults and children are warm and positive. Children get on well with each other. They share resources kindly.

Leaders have an accurate view of the school. They are focusing on the right areas of the school to improve. The governing body has a good range of skills and experience. Governors find out for themselves what is happening by making frequent visits to the school. They ask relevant questions during meetings. They hold leaders fully to account. Staff say that leaders are considerate of their well-being and their workload. Staff appreciate the opportunity to work with colleagues from other local schools. This enables them to share good practice and to check the accuracy of their assessment of pupils' work.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding leaders and staff have received appropriate training. They are aware of the latest guidance around the potential for peer-on-peer abuse and harmful sexual behaviours. They know what to do should they be concerned about the welfare of a pupil

or family. There are links with outside agencies such as the police and the early help team. Pupils and families receive any required extra support promptly.

Pupils are taught how to stay safe when, for example, they are online, crossing roads and riding their bikes.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school's curriculum is not yet sufficiently well planned and sequenced in a small number of subjects. Leaders have not yet precisely identified the exact knowledge and vocabulary that they want pupils to learn, and when, in a small number of subjects. This means that pupils cannot always successfully build on what they have learned before. Leaders need to complete the process of reviewing the curriculum in all subjects within their identified timescale, so that teachers are confident they know what they should teach, and when, to ensure that all pupils achieve well in all subjects. For this reason, the transitional arrangements have been applied.

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 second section 8 inspection since we judged the school to be good in February 2012.

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	121994
Local authority	North Northamptonshire
Inspection number	10227879
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	101
Appropriate authority	The governing body
Chair of governing body	Carl Skerritt
Headteacher	Ed Carlyle
Website	www.titchmarshprimaryschool.com
Date of previous inspection	28 March 2017, under section 8 of the Education Act 2005

Information about this school

- Since the previous inspection the school has joined with two local primary schools, Warmington and Nassington, to form a soft federation.
- The school is a Church of England primary school. It underwent a section 48 Statutory Inspection of Anglican and Methodist Schools (SIAMS) in June 2017. SIAMS inspections were suspended as part of COVID-19 restrictions.
- The school does not use the services of any alternative providers.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation of the school.
- Inspectors held various meetings with the headteacher, subject leaders and five representatives from the governing body, including the chair and vice-chair. A conversation was held with a representative from the local authority.
- Inspectors carried out deep dives in phonics and early reading, mathematics and geography. For each deep dive, inspectors met with subject leaders, looked at the

curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors also looked at curriculum plans and spoke to leaders about some other subjects.
- To inspect safeguarding, checks were made on staff training and staff knowledge of the school's safeguarding procedures. Safeguarding records were scrutinised.
- Inspectors observed pupils during their lessons and during social times.
- The responses to both Ofsted's parent and staff questionnaires were taken into consideration.

Inspection team

Peter Stonier, lead inspector

Her Majesty's Inspector

Caroline Oliver

Ofsted Inspector

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