

# Inspection of Paulerspury Church of England Primary School

High Street, Paulerspury, Towcester, Northamptonshire NN12 7NA

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Inspection dates: 24 and 25 May 2022

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Requires improvement**

Early years provision

**Requires improvement**

Previous inspection grade

Requires improvement

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

Paulerspury Church of England Primary School is a busy school. There is a happy, family feel about the place. Pupils told inspectors: 'Everyone is nice here. We are like a big family and when people are sad, we like to help them.' Pupils are proud of their school. They say that they feel safe.

Leaders have high expectations of pupils. They promote pupils' well-being effectively. The school's Christian values are an integral part of this inclusive school. Pupils know and understand the values. They have positive attitudes towards their work and towards each other.

Leaders create a calm and orderly environment in the school. Pupils behave very well. They concentrate and focus on their learning. Pupils have positive relationships with staff. Pupils told inspectors that behaviour is good most of the time and that staff deal quickly with any incidents of bullying.

Parents and carers are overwhelmingly positive about the school. One parent, who represented the view of many parents, said, 'Paulerspury goes well beyond friendly - it is truly caring.' Parents appreciate the way that the staff go above and beyond for their children.

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

Over time, leaders have not ensured that the quality of education is good in all subjects across the school. It is not always clear what pupils should be learning, and when, in the different subjects. Leaders have not identified curriculum content with sufficient precision so that pupils remember the most important knowledge. Pupils tend to remember the activities they have completed, rather than the knowledge they have acquired. This prevents pupils from building their understanding over time. For example, some pupils repeat some of the same curriculum content in art in key stage 1 and in key stage 2. Leaders have not developed assessment systems for the foundation subjects. As a result, teachers do not regularly check how well pupils remember the wider curriculum.

Reading is prioritised across the school. There is a consistent approach to the teaching of phonics across the school. Pupils build up their phonic knowledge to enable them to read. Staff are trained well. They teach pupils to use their phonics skills to sound out unfamiliar words. Books are matched to the letters and sounds pupils are learning. Staff are quick to provide support when pupils fall behind.

Leaders have designed the curriculum in mathematics well. Most pupils use and understand a wide range of mathematical vocabulary. For example, pupils use 'mixed number' and 'improper fractions' when discussing numerators and denominators. Teachers provide regular opportunities for pupils to recap their mathematical knowledge, with 'Quick 5s' at the beginning of lessons. Staff are quick

to provide support if pupils get stuck. However, on occasions, not all teachers routinely resolve pupils' knowledge gaps or misconceptions. This results in some pupils losing focus in mathematics sessions.

Until recently, leaders' work to identify pupils who have special educational needs and/or disabilities (SEND) has not been precise enough. In the past, access to the curriculum has been variable for these pupils. Leaders are aware of this. New leadership has ensured that staff now identify the additional needs of pupils with SEND so that they can provide the right support.

Relationships are positive between children and adults in the early years. Staff ask questions which develop children's vocabulary. Leaders have started to set out how learning in the early years connects with the learning that pupils will encounter as they move through the school. However, leaders have not identified the knowledge which children should learn in all areas of learning. Sometimes, children do not remember what they have been taught across the curriculum in the early years.

Leaders provide opportunities for pupils to be responsible. Pupils enjoy their roles as school councillors. Pupils know how to eat healthily. Pupils understand right and wrong. They understand the different forms that families can take. A high proportion of pupils attend extra-curricular clubs. There is some inconsistency in some pupils' knowledge of different faiths and beliefs. While most pupils understand the British values, including democracy, some pupils are unsure.

Governors and representatives of the local authority know the school well. They understand the school's strengths and know what needs to improve. Leaders consider staff's workload. Staff are positive about the school's leaders.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding at the school. Leaders provide support to vulnerable pupils. Staff pass on concerns promptly. Record-keeping is detailed. Leaders provide regular safeguarding training for staff and governors. They check that staff know how to spot pupils who may be at risk. Governors regularly check the school's safeguarding procedures.

Leaders have ensured that the curriculum provides opportunities for pupils to learn how to stay safe, including when working online. Pupils say that they know whom to go to if they have a concern. They know that staff will take their concerns seriously.

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

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

- Leaders are part-way through developing a sequenced curriculum. In some subjects, leaders have yet to identify the key knowledge that they wish pupils to

learn. As a result, there are some inconsistencies in what pupils can recall about their learning. Leaders should ensure that there is clarity about what pupils should learn and when across all subjects, so that all pupils, including those with SEND, build their understanding over time.

- In the past, leaders have not ensured that pupils with SEND have accessed the curriculum well enough. As a result, pupils with SEND have not always benefited from a good-quality education. Leaders have very recently established rigorous systems to assess and meet these pupils' individual needs. Leaders should make sure that all pupils with SEND continue to receive the support they need to enable them to access the full curriculum and achieve as highly as they can.
- Staff regularly assess what pupils know in the core subjects. However, leaders have not developed assessment systems for the foundation subjects. As a result, teachers do not regularly check how successfully pupils access the wider curriculum. Leaders need to develop a consistent approach to assessment in the wider curriculum subjects and ensure that the use of assessment does not place unnecessary burdens on staff or pupils.
- Some pupils' knowledge of some of the British values and different faiths is fragile. Although they know to respect difference, some pupils are not as aware as they should be of what these differences may be. Leaders should ensure that pupils have the necessary knowledge and understanding of British values and different faiths.

## 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>	121986
<b>Local authority</b>	West Northamptonshire
<b>Inspection number</b>	10227303
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	68
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Paul Dunstan
<b>Headteacher</b>	Robin Bunting
<b>Website</b>	<a href="http://www.paulerspury.school.co.uk">www.paulerspury.school.co.uk</a>
<b>Date of previous inspection</b>	11 July 2018, under section 5 of the Education Act 2005

## Information about this school

- The last section 48 inspection of Anglican and Methodist Schools took place in September 2018. This is an inspection of the school's religious character.
- The school does not make use of any alternative provision.

## Information about this inspection

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

- This was the first routine inspection the school 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 of the school.
- The inspectors met with the headteacher, curriculum leaders, the leader with responsibility for provision for pupils with SEND, and a sample of teaching and support staff.
- One inspector met with representatives of the governing body and the local authority.

- The inspectors carried out deep dives in reading, mathematics and history. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspectors also spoke to leaders about the curriculum in some other subjects.
- The inspector examined a range of school documentation, including leaders' self-evaluation, improvement plans and documentation relating to attendance and behaviour.
- The lead inspector met with the designated safeguarding lead. He considered the safeguarding policy, training records and examples of safeguarding concerns.
- Inspectors considered the responses to the online survey, Ofsted Parent View, and the responses to Ofsted's free-text service. They also considered the responses to the staff survey and the pupil survey.

### **Inspection team**

Damien Turrell, lead inspector

Her Majesty's Inspector

Sally Manz

Ofsted Inspector

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