

# Inspection of a good school: Geddington Church of England Primary School

Wood Street, Geddington, Geddington C of E Primary School, Wood Street, Kettering, Northamptonshire NN14 1BG

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Inspection dates:

6 and 7 December 2022

## **Outcome**

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

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

Pupils are proud to attend this welcoming and inclusive school. The school's values of 'care, excellence, respect, responsibility and joy' guide pupils' actions. Pupils say they know what these values mean 'for ourselves, for others and for the world'. Older pupils, known as Reception Shepherds, support the youngest children with their lunch routines and playground games. Pupils are polite and kind. They respond positively to the high expectations that staff have of them.

Pupils enjoy their lessons. They appreciate opportunities to practise what they have learned. Pupils say their 'flashback' tasks help them to remember more. They know how to help themselves if they do not understand something.

Pupils say bullying rarely happens. They trust adults to sort out any issues quickly and fairly. Pupils say they feel safe at school. They benefit from a range of well-planned activities and experiences. They take part in residential trips and extra-curricular clubs. Pupils are proud of their responsibilities, such as being elected to the 'Global Neighbours' council. The 'Spiritual Ambassadors' group helps school leaders during worship time.

Parents and carers are positive about the school. Typically, they make comments such as: 'It's a great village school with a real community feel.'

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

Leaders have designed a high-quality curriculum. It has been organised, so that pupils build their knowledge and vocabulary gradually. This begins in the early years. Sequences of learning are well planned. In history, for example, Year 5 pupils talk confidently about the impact of the Viking invasion on the Anglo-Saxons. They know when significant historical events took place. However, in a few foundation subjects, leaders do not precisely identify the most important knowledge and vocabulary that pupils need to learn. Pupils do not consistently build on their knowledge across the curriculum.

Leaders prioritise reading. They make sure that the phonics programme is taught well from the start. Books are matched to the letters and sounds that pupils are learning. This means they can practise these sounds at home as well as at school. Pupils read regularly across the curriculum. This helps them to develop their fluency, vocabulary and understanding. Pupils who find it difficult to read are provided with frequent additional support. This improves their confidence and helps them to catch up. Adults inspire pupils to develop a love of reading. Pupils were enthralled by a recent author visit.

Pupils say that they enjoy mathematics. Leaders have set out the order in which pupils learn new knowledge. Teachers expect pupils to explain their thinking using precise mathematical vocabulary. For example, Year 3 pupils use terms such as 'commutative' when discussing their times tables. Children in the Reception class learn about triangles and pyramids. Pupils have regular opportunities to revisit their learning during lessons. They can use their knowledge to reason and solve problems well.

Teachers plan lessons that build on pupils' prior learning. They use a range of assessment approaches to check what pupils know and remember. These approaches are more effectively implemented in some subjects than others.

Leaders have high expectations for pupils with special educational needs and/or disabilities (SEND). These pupils are fully included in all aspects of school life. Staff know the pupils and their individual needs well. Teachers adapt their teaching strategies to support pupils, including those with SEND, to learn the curriculum successfully.

Across the school there is a calm and orderly environment. In the Reception class, children follow clear routines. Pupils of all ages play and learn together well. Staff provide support for pupils who need help to recognise and manage their emotions and behaviour. Pupils and parents rightly appreciate this support.

The promotion of pupils' personal development is a strength of the school. Pupils are taught about the importance of respect and tolerance. They understand British values and know how democracy works. Year 6 pupils recently led a march through the village after learning about how women gained the vote. Pupils know about different faiths and beliefs. They develop an appreciation of difference and diversity. Pupils know how to be mentally and physically healthy. They are given the chance to become responsible citizens.

Governors have robust systems in place to check on the effectiveness of leaders' actions. They know the school well. Staff work together effectively. They are proud to work at the school. They say that senior leaders are considerate of their workload and well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have provided staff with appropriate up-to-date training. Staff take their safeguarding responsibilities seriously. They know pupils and families well. They know

how to record and report concerns using the online system. Leaders act on concerns swiftly. They work closely with external agencies to secure help for vulnerable pupils. Safeguarding records are well kept.

Pupils know how to keep themselves safe, including online. For example, they know not to share personal information or communicate with strangers online.

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

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

- In some foundation subjects, leaders do not precisely identify the most important knowledge and vocabulary pupils must know and remember. As a result, pupils do not routinely develop the deep knowledge they need to prepare them for what comes next. Leaders must identify the key knowledge and vocabulary they expect pupils to remember in these subjects, so that pupils know more and remember more.
- Assessment of the wider curriculum is not yet fully developed throughout the school. In some foundation subjects, teachers do not always check effectively how well pupils acquire and remember knowledge. Leaders should establish a clear structure for the assessment of pupils' knowledge and understanding of the wider 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 an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in March 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.

## 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>	121972
<b>Local authority</b>	North Northamptonshire
<b>Inspection number</b>	10227759
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	193
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Siobhan Sheridan
<b>Headteacher</b>	James Sherlock
<b>Website</b>	<a href="http://www.geddingtonschool.co.uk">http://www.geddingtonschool.co.uk</a>
<b>Date of previous inspection</b>	21 February 2017, under section 8 of the Education Act 2005

## Information about this school

- Since the last inspection, a new chair and vice-chair of the governing body have been appointed. The headteacher took up his role in September 2021.
- The school does not use any alternative provision.
- The governing body runs a before- and after-school club for pupils.
- The school's most recent Statutory Inspection of Anglican and Methodist Schools (under section 48) took place in March 2017.

## Information about this inspection

- This was the first routine inspection that the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector met with the headteacher, the deputy headteacher, the special educational needs coordinator, curriculum leaders and groups of staff.

- The inspector met with five members of the school’s governing body, including the chair. She spoke with a representative from the local authority.
- The inspector carried out deep dives in the following subjects: early reading, mathematics and history. For each deep dive, the inspector visited lessons, discussed the curriculum with leaders, reviewed pupils’ work and spoke with pupils and teachers about their lessons. Aspects of science and art and design were also sampled.
- The inspector listened to pupils from Years 1, 2 and 3 read to a familiar adult.
- During the inspection, the inspector met with a group of pupils to discuss their views about the school and spoke to other pupils informally during social times.
- A wide range of documents was scrutinised, including those relating to safeguarding, attendance, and behaviour. The inspector scrutinised the school’s single central record.
- The inspector reviewed responses to Ofsted’s online questionnaire, Ofsted Parent View, including free-text responses. Responses to the staff and pupil surveys were also considered.

### **Inspection team**

Joanne Sanchez-Thompson, lead inspector    Ofsted Inspector

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