

Inspection of Spratton Church of England Primary School

School Road, Spratton, Northampton, Northamptonshire NN6 8HY

Inspection dates: 17 and 18 January 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Pupils enjoy coming to school. The school's Christian values are woven through the heart of school life. Pupils behave well and are 'ready, respectful and safe'. They look after and support each other. Pupils who are new to the school soon settle in.

Staff have high expectations of pupils and model them well. Pupils are motivated to meet these high expectations. They have positive attitudes to learning. Staff encourage and support pupils to do well in their lessons. This includes pupils with special educational needs and/or disabilities (SEND). Pupils live up to the vision of 'living and learning together, celebrating life in all its fullness'.

Pupils say that bullying is very rare. They feel confident that adults will listen to any concerns that they have. They value the rewards system and say that it is fair. Pupils feel safe in school. They say that their teachers look after them well.

Pupils enjoy being librarians and lunchtime helpers. They are proud of the history of their school. Pupils loved their whole-school history community project. Their 'school museum' brought members of the community together. Pupils talk with enthusiasm about their roles as tour guides.

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

Leaders have taken effective action to develop the curriculum to ensure that it is well sequenced to build pupils' knowledge over time. This caters well for the mixed-age classes. Leaders focus on providing a rich and ambitious curriculum right from the start. It is designed to give children in Reception a secure foundation in their knowledge and skills across all areas of learning. This prepares them well for key stage 1 and beyond. In some subjects, the curriculum is new. Some pupils have gaps in their knowledge. It is too soon to see the impact of these new curriculums.

The teaching of reading is a strength in the school. Staff who teach pupils to read have expert knowledge. Leaders make sure that the children in Reception learn to read straight away. Teachers use assessment well. They make sure the books that pupils read are well matched to the letters and sounds that they know. Pupils learn to become confident and fluent readers. Pupils receive extra support if they struggle with reading. Teachers make sure books are interesting and connect well to the curriculum. The school library is run by very proud pupil librarians. Pupils love to read. One pupil, typical of many, said, 'Reading helps me. It is like being in a different world.'

Children in the early years settle well and develop positive attitudes to learning. Staff have high expectations of children. They model language and communication skills well. Teachers plan learning activities that match the children's needs. Children learn together. They enjoy talking about their learning. Children are happy and curious learners.

The systems for identifying pupils with SEND ensure that effective support is put in place. Pupils' SEND support plans link closely to their needs. Teachers make appropriate adaptations to help these pupils learn. Some pupils receive support to help them manage their feelings and emotions. Staff know these pupils well. Pupils value this nurturing support.

Pupils behave well in lessons and during social times. They enjoy being with their friends. On the playground, pupils play happily together. Staff throughout the school have clear, high expectations of pupils' behaviour. Pupils know what these expectations are. Pupils listen and concentrate well in lessons. They can learn without distraction.

The curriculum supports pupils' social and emotional development well. Pupils learn how to keep themselves safe and healthy. They have opportunities to reflect on their beliefs during collective worship. They learn about difference and diversity. Pupils learn about inspirational people. They enjoy learning sign language. Pupils have a strong sense of the local community that they are part of. While pupils learn about British values, their knowledge of these is fragile.

Pupils participate in sporting competitions. They are proud to represent their school. There are some after-school activities for sports. Leaders want pupils to access a more diverse range of clubs to help them develop their interests and talents. Plans are under way to address this.

Staff are proud to work at the school. They feel part of a close-knit family. Governors and the trust know the school well. They know the school's strengths and priorities for improvement. They provide appropriate support. Staff appreciate leaders' consideration for their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders make sure that staff are trained to keep pupils safe. Staff know pupils and their families well. Relationships are strong. This helps to ensure that staff have the knowledge that they need to identify pupils who could be at risk of harm. Leaders work well with external agencies. They take appropriate further action when necessary. Leaders make the necessary checks to ensure that all adults are safe to work with children.

Pupils learn how to keep themselves safe, including when they are using the internet. They understand risk.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculums for some foundation subjects are new and not embedded yet. Some pupils do not have rich and deep knowledge in these subjects. Leaders should continue with their plans to embed these curriculums to the same extent as the other curriculums in school.
- Some pupils find it difficult to talk about their understanding of British values. While key learning points are promoted through assemblies and displays around the school, leaders should ensure that this aspect of the curriculum is taught more explicitly to pupils. This will help to deepen pupils' understanding of this aspect of their social and cultural development.

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

Unique reference number	145636
Local authority	West Northamptonshire
Inspection number	10254852
Type of school	Primary
School category	Academy Converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	80
Appropriate authority	Board of trustees
Chair of trust	Margaret Holman
Headteacher	Liz Crofts (Executive Headteacher), Rebecca Dunkley (Head of School)
Website	www.sprattonprimary.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school converted to become an academy with Peterborough Diocese Education Trust (PDET) in September 2013. When the predecessor school, Spratton Church of England Primary School, was last inspected by Ofsted in April 2013, it was judged to be good overall.
- The last statutory inspection of Anglican and Methodist Schools under section 48 of the Education Act 2005 took place in October 2015. The school's next section 48 inspection is due to take place this academic year.
- The school does not make use of alternative provision.

Information about this inspection

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

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

- During the inspection, the inspectors met with the executive headteacher, the head of school and a range of staff.
- The lead inspector met with representatives of the academy governance committee and the trust.
- To evaluate the effectiveness of the school's arrangements for safeguarding, the inspectors reviewed school policies, procedures and records. The inspectors met with the designated safeguarding lead and spoke with staff, governors, trust representatives and pupils about the school's approach to keeping pupils safe.
- The inspectors carried out deep dives in early reading, mathematics, geography and physical education. For each deep dive, the inspectors met with subject leaders to discuss the curriculum, spoke with teachers and spoke with pupils about their learning. The inspectors visited lessons and looked at samples of pupils' work. The lead inspector observed pupils reading to a familiar adult.
- The inspectors observed pupils' behaviour in lessons and around school. They considered responses to Ofsted Parent View, Ofsted's online survey, including free-text comments. The inspectors met with groups of staff and pupils and considered responses to Ofsted's staff and pupil surveys.

Inspection team

Kirsty Norbury, lead inspector

His Majesty's Inspector

Ryan Brown

Ofsted Inspector

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