

Inspection of a good school: Yardley Gobion Church of England Primary School

School Lane, Yardley Gobion, Towcester, Northamptonshire NN12 7UL

Inspection date: 25 January 2023

Outcome

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

What is it like to attend this school?

Yardley Gobion C of E VC Primary School is a school with a renewed sense of purpose. Pupils are happy at this caring school. They told inspectors: 'School is fun because you learn in different ways.' Pupils say that they feel safe. They are proud of their school.

The school's new leaders prioritise pupils' personal and academic development. The school values of 'friendship, respect, love, trust and peace' underpin the positive ethos in the school. Pupils like to work hard. They enjoy the VIP celebration assemblies and making a positive contribution to the life of the school.

Leaders have introduced a new behaviour charter. Pupils know what is expected of them. Most pupils are polite, respectful and behave well. One pupil told inspectors: 'Bullying happens rarely. Everything is fair here.' Pupils know that bullying is not acceptable. They like that staff quickly sort out any problems. Pupils have a very clear understanding of equality.

Parents and carers are overwhelmingly positive about the school. One parent, with a comment that was typical of many, said, 'Since joining The Forest C [of] E Federation, I can see that there are higher expectations of my child and an improved curriculum.' Parents appreciate the broad range of extra-curricular clubs available for pupils.

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

Leaders have recently introduced a broad and ambitious curriculum. Most of the curriculum is set out clearly and teachers know what to teach and when. Leaders are refining some curriculum areas to ensure that the important knowledge pupils need to acquire is clearly identified. Some staff ask strong questions and address misconceptions in pupils' learning. However, not all teachers are teaching the intended curriculum well enough. Leaders have not yet ensured that all teachers implement the curriculum effectively so that pupils know more and remember more.

Reading is prioritised from the early years. Leaders are improving the reading culture at the school. They are determined that pupils develop a love of books. Leaders have invested in a new phonics curriculum. They have purchased books which help pupils to practise the letters and sounds they are learning. Those who fall behind are given support to get back on track. Leaders have ensured that staff access training to deliver the phonics programme. These changes are bringing about improvements. However, some staff are less confident when delivering the phonics programme. On occasions, this leads to pupils losing focus during lessons.

Pupils say that they enjoy mathematics. Leaders have set out the order in which pupils learn new knowledge. Pupils gradually build their understanding and skills over time. Pupils explain their learning well, using mathematical vocabulary. For example, pupils use 'fractions' and 'percentages' when discussing parts of a whole. Other pupils confidently count in hundredths. Pupils have regular opportunities to revisit their learning. Retrieval practice is a frequent feature of lessons in mathematics. Some teachers ask questions to extend pupils' thinking.

Children in the early years are well cared for. They are polite and well mannered. Staff ensure that the learning environment is engaging. Staff provide tasks related to other aspects of children's learning. For example, children name and taste some of the fruits which Christopher Columbus introduced to Europe.

Leaders have introduced new systems to support pupils with special educational needs and/or disabilities (SEND). Leaders provide staff with the information and training they need to support these pupils effectively. They ensure that teachers quickly identify any additional needs. Pupils with SEND achieve well.

Most pupils behave well. Children in the early years quickly learn how to follow routines. However, on occasions, not all staff have high enough expectations of pupils' behaviour. This leads to some disruption in lessons, which can, in turn, disrupt some pupils' learning.

Pupils' personal development is well planned. Leaders provide pupils with opportunities that extend beyond the academic curriculum. Leaders make careful choices about the visitors and trips that pupils experience. Pupils access a broad range of clubs and extra-curricular activities. British values permeate the school's ethos as well as the curriculum. Pupils have a strong grasp of democracy. They speak knowledgeably about world religions and diversity. There is a strong sense of inclusivity in the school.

The school has recently undergone a great deal of change. Leaders have an incisive understanding of what is working well and what needs to be improved. Leaders are rightly mindful of taking staff and parents with them as they drive improvements. Parents and staff support the changes. Staff feel valued by leaders. They appreciate that their workload and well-being are prioritised. The school is well led and managed. Governors understand their role and carry it out effectively.

Safeguarding

The arrangements for safeguarding are effective.

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 who to go to if they have a concern. They know that staff take their concerns seriously.

Leaders ensure that safeguarding is a priority. Staff know pupils and their families well. Leaders ensure that staff are trained to fulfil their role in keeping pupils safe. Staff understand their safeguarding responsibilities and know how to raise concerns. Leaders act promptly when concerns are raised. They keep detailed records and follow up referrals to external agencies thoroughly.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- There are inconsistencies in how the intended curriculum is implemented by staff. Not all teachers use effective pedagogy to help pupils to know more and remember more. Leaders need to ensure that the school's intended curriculum is implemented consistently well enough across the school. This will support teachers so that they consistently and effectively implement the curriculum across all subjects.
- A minority of pupils do not have positive attitudes toward their learning so they do not achieve as well as they could. Leaders should continue their work to support these pupils to understand how to modify and regulate their behaviour.

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 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.

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	122007
Local authority	West Northamptonshire
Inspection number	10254920
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	87
Appropriate authority	The governing body
Chair of governing body	Daniel Lister
Headteacher	Eliza Hollis
Website	www.forestfederation.co.uk
Date of previous inspection	7 November 2017, under section 8 of the Education Act 2005

Information about this school

- The last section 48 inspection of Anglican and Methodist schools took place in January 2015. This is an inspection of the school's religious character.
- The school joined The Forest C of E Federation in January 2023.
- The headteacher was appointed in January 2023.
- The chair of governors took up his post in January 2023.
- The school does not make use of any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 8 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.

- Inspectors met with the executive headteacher, deputy headteacher, curriculum leaders, the leader with responsibility for the provision for pupils with SEND and teaching and support staff.
- The inspectors carried out deep dives in reading, mathematics and history. For each deep dive, inspectors 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.
- Inspectors also spoke to leaders about the curriculum in other subjects.
- Inspectors 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 for parents, Ofsted Parent View, and the responses to Ofsted's free-text service. Inspectors also considered the responses to the staff survey and the pupil survey.

Inspection team

Damien Turrell, lead inspector

His Majesty's Inspector

Alison Adair

Ofsted Inspector

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