

Inspection of Great Doddington Primary

Church Lane, Great Doddington, Wellingborough, Northamptonshire NN29 7TR

Inspection dates: 24 and 25 January 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Early years provision

Good

Previous inspection grade

Good

What is it like to attend this school?

The school has been through significant upheaval of late. As a consequence, not all pupils achieve as well as they could. However, leaders have brought renewed focus and ambition. As one parent stated, 'The school is really improving,' with another saying, 'Leadership has set the school on a positive trajectory.' However, there is more to do. Leaders have rightly placed the school values of 'achievement, enjoyment, teamwork, respect and care' central to that improvement. As one pupil stated: 'The values are something we talk about in assemblies and teachers use them to help me focus and learn.'

Pupils enjoy coming to school. They feel safe. Pupils say the school 'has a good community spirit'. They know that should bullying happen, staff will deal with it. However, low-level disruption can affect some pupils' learning. Pupils are courteous and well mannered. There is a calm and ordered atmosphere as they move around the school.

Pupils aspire to be members of the junior leadership team. They have also welcomed back the opportunities to explore different clubs and activities. Leaders have recently identified enrichment opportunities in the curriculum. This has set a sense of excitement and anticipation for learning.

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

Recent training has ensured that all staff in the school know how to teach phonics. Leaders identified that a very small number of staff would benefit from revisiting parts of this training. Teachers ensure that pupils learn to read at the right level. Adults spot when pupils fall behind. Those who are falling behind receive extra support so they catch up. The teaching of reading beyond phonics is consistent. Leaders ensure that quality texts support lessons and engage learners. The well-stocked library provides pupils with a wide range of books. The use of author visits inspires pupils to read. Pupils say they love reading.

Leaders have moved quickly to develop a coherently planned and sequenced curriculum. It is ambitious for all pupils, including those with special educational needs and/or disabilities (SEND). Teachers choose appropriate activities to engage learners. Pupils talk positively about their learning. One said: 'We enjoy the work as it is not boring and fun to do. We get to learn new things.' However, on occasions, there are inconsistencies in what pupils can recall about their learning. In some subjects, staff make effective use of assessment. In others, approaches to assessment do not consistently identify gaps in pupils' learning.

Leaders have a clear vision for children in the early years foundation stage. Leaders are ambitious for all children to achieve. There is a sequenced and detailed curriculum. Well-planned activities are purposeful. Children demonstrate high levels of independence. They collaborate well and are very respectful of each other.

Leaders ensure that the environment enables children to develop communication skills. Children talk knowledgeably about their learning. One was able to share what he had learned about chinstrap penguins in the Antarctic and how Egypt has a very different climate.

The special educational needs coordinator (SENCo) understands the needs of pupils with SEND. Extensive plans outline what these needs are. Targets within these plans are not precise enough. However, staff support these pupils effectively in lessons. Pupils with SEND appreciate the support they get and feel that they are making progress.

The school is calm and organised. Pupils know the school rules of 'be ready, be respectful, be safe'. They recognise their significance and how they guide behaviour. While most pupils behave well in lessons, in some parts of the school there is too much low-level disruptive behaviour. Pupils enjoy coming to school. Leaders have recently improved systems for ensuring pupils attend regularly. However, too many pupils still do not attend school regularly enough.

Pupils enjoy the opportunity to take responsibility within school. They recognise that some people are less well off than them. They are keen to organise charity events. Pupils are respectful of each another. They understand the importance of difference and are tolerant. Pupils learn about other cultures. Some pupils are not always clear what they have learned about fundamental British values or world religions. There is a growing range of clubs to broaden pupils' horizons.

Senior leaders have a very clear understanding of the needs of the school. They moved quickly to bring about improvements. There has been considerable support from the local authority. Governors have recruited well. They now need to establish a systematic approach to challenging leaders and making sure the school continues to improve. Staff appreciate the time leaders provide to help reduce workload.

Safeguarding

The arrangements for safeguarding are effective.

Staff are well trained. They receive regular updates. Staff are knowledgeable about the signs of abuse. When concerns are identified, they report and record effectively. The systems for reporting are checked and leaders take appropriate actions. Where leaders feel they do not have the support pupils need, they engage effectively with external agencies to obtain that support. Appropriate checks are made on adults working in the school.

Pupils state that they feel safe. They know there are trusted adults who they can go to if worried. Pupils know how to keep themselves safe and in the community.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have developed a coherently planned and sequenced curriculum. On occasions, there are inconsistencies in what pupils can recall about their learning. Other pupils are not always clear what they have learned about fundamental British values or world religions. Leaders should ensure that all pupils, including those with SEND, know more and remember more of the school's curriculum thinking, including the curriculum for pupils' personal development.
- Approaches to assessment do not consistently identify gaps in pupils' learning. In some subjects, teachers do not check effectively how successfully pupils acquire knowledge and use it. This means, in some subjects, plans do not address gaps in learning. Leaders should ensure that assessment consistently assists teachers in producing clear next steps for pupils without causing unnecessary burdens for staff and pupils.
- In some parts of the school, there is too much low-level disruptive behaviour. This leads to some disruption in lessons which can, in turn, disrupt some pupils' learning. Leaders should ensure that there is a clear system for managing pupils' behaviour consistently and that expectations are raised of all pupils to behave well.
- Too many pupils do not attend school regularly enough. This means that they are missing out on their education. Leaders must ensure that the recently introduced strategies to improve attendance are having the desired impact to reduce absence rates.

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	121821
Local authority	North Northamptonshire
Inspection number	10254823
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	138
Appropriate authority	Local authority
Chair of governing body	Mary Braham
Interim co-headteachers	Gillian Morton and Josie Garnham
Website	www.greatdoddingtonprimary.co.uk
Date of previous inspection	31 October and 1 November 2017, under section 5 of the Education Act 2005

Information about this school

- This school uses no alternative providers.

Information about this inspection

The inspector(s) carried out this graded 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 school leaders.
- Inspectors held meetings with the senior leaders, including the SENCo and curriculum leaders.
- Inspectors carried out deep dives in four subjects: reading, mathematics, physical education and history. To do this, they met with curriculum leaders, visited lessons, looked at pupils' work, listened to pupils read and met with teachers and pupils.

- The lead inspector met with representatives of the governing body and the local authority.
- Inspectors took account of the responses to the Ofsted Parent View survey and the staff survey, along with written comments from parents. Inspectors spoke informally to parents outside the school.
- Attendance, behaviour logs and safeguarding records were scrutinised. This included the school's single central record. The inspectors also conducted meetings with leaders to discuss the safeguarding of pupils.
- The inspectors considered pupils' behaviour at various times of day, including in lessons, around the school site and at lunchtime.

Inspection team

Mark Anderson, lead inspector

His Majesty's Inspector

Sally Wicken

Ofsted Inspector

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