

Inspection of Greens Norton Church of England Primary School

Calvert Road, Greens Norton, Towcester, Northamptonshire NN12 8DD

Inspection dates: 26 and 27 September 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 Good

The headteacher of this school is Lisa Witheyman. This school is part of Peterborough Diocese Education Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Ruth Walker-Green, and overseen by a board of trustees, chaired by Margaret Holman.

What is it like to attend this school?

Greens Norton Primary School has a strong sense of community. This is the view of the majority of parents/carers and staff. One parent, who expressed the views of many others, said: 'We would fully recommend this school. It is so welcoming, and staff really care for the children.'

Staff have high expectations of pupils' behaviour and their attitudes to learning. This, in turn, creates a calm and purposeful atmosphere for most pupils. However, there are some inconsistencies in the way staff apply the behaviour policy. Relationships between staff and pupils are very positive. Staff model the kindness they expect the pupils to show. Pupils know the committed staff will look after them and help them to learn.

Pupils are kind, caring and inclusive of each other. They are eager to show what they have recently been learning about friendship. Pupils say that they feel safe and happy. They enjoy attending the school.

The school makes the most of the local opportunities to extend and develop pupils' understanding of the topics they are studying. Pupils appreciate the trips and events they experience.

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

There is a well-planned curriculum provided to all pupils, which builds from a strong start in the early years provision. Children in the Reception classes enjoy carefully planned, adult-led sessions, as well as independent learning, in an organised learning environment. Pupils continue to build on their foundational knowledge through a well-structured curriculum in key stages 1 and 2.

In all subjects, there has been careful thought given to the important knowledge pupils need to learn and the order in which they will learn it.

Teachers use examples and modelling well during lessons to explain new concepts to pupils. They also recap on previous learning at the start of lessons to make sure that pupils remember the important knowledge that they need. Teachers build on this knowledge and develop it further to deepen pupils' understanding of the subject. For example, in mathematics, pupils were required to recall important mathematical facts that they needed to apply during their lesson.

Teachers use questions to check that pupils understand what they are learning. This helps teachers to identify what pupils know and what they still need to learn. Most of the time, teachers use this knowledge to ensure that all pupils get the level of support and challenge that they need in their lessons.

Pupils focus on their work and take care over how they present it. They are engaged in their learning and are proud of their achievements. However, some pupils struggle

to stay on task when they are not under the direct supervision of adults. At times, this can disrupt other pupils' learning.

In some lessons, the high ambition the school has for all pupils is not always seen for some pupils with special educational needs and/or disabilities (SEND). Pupils with SEND are included in the learning with their classmates. However, some of the targets teachers set for some pupils with SEND are not always sharp enough to ensure that these pupils achieve as highly as they could. There is insufficient clarity for all staff to know how best to support these pupils with their learning.

Leaders have prioritised reading. This area is now a real strength of the school. Pupils read every day. They enjoy the many opportunities they have to engage with books. Younger pupils have daily phonics lessons taught by well-trained staff. The accurate assessment of each pupil's reading ability ensures that they get the precise help they need. This allows pupils to become accurate and fluent readers as soon as possible.

There is a strong focus on pupils' broader development. There is a well-planned programme, with a strong ethos of inclusion and respect. Pupils learn about different faiths and cultures. They understand about democracy through various opportunities to vote and by having their voice heard to help to improve the school. Pupils enjoy sporting activities after school. They are proud of the opportunities they have to be house captains, eco-warriors and worship leaders, or to be part of the school council.

The school is well led by newly appointed, skilled leaders. Staff say that leaders care about their well-being and workload. Staff value the support and opportunities they receive to develop as professionals. They are proud to work at the school. Trust leaders and governors fulfil their statutory responsibilities and provide effective support and challenge to leaders.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The high expectations the school has for pupils are not realised for all pupils with SEND. While much has been done to include pupils with SEND in lessons, some are not always supported to achieve as well as they can. Some targets set for these pupils are not precise enough. As a result, staff are not always clear about the best ways to support these pupils. Leaders cannot assure themselves that these pupils are routinely making the best possible progress towards ambitious outcomes. The school needs to ensure that all staff provide pupils with SEND with

learning opportunities that stretch them and set clear and ambitious targets that enable them to achieve as highly as they could.

- Some pupils do not always show respect to each other or to adults through the way they behave. While most behave appropriately during lessons, not all have learned to manage themselves so that they do not talk over their peers or ignore requests from adults. The school should ensure that all staff apply the behaviour policy consistently and that all pupils understand what is expected of them in terms of their behaviour, ensuring that leaders' high expectations of pupils' behaviour are realised in all classes.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	143979
Local authority	West Northamptonshire
Inspection number	10254778
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	175
Appropriate authority	Board of trustees
Chair of trust	Margaret Holman
Headteacher	Lisa Witheyman
Website	http://www.greensnortonschool.co.uk
Dates of previous inspection	14 and 15 January 2020, under section 8 of the Education Act 2005

Information about this school

- Greens Norton Church of England Primary School has a Christian ethos. The school was last inspected under section 48 of the Education Act 2005 in May 2017.
- The headteacher took up her post in September 2023. The other member of the leadership team and the special educational needs coordinator started their roles at the same time.
- The school does not use any alternative provision.

Information about this inspection

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

Inspections are a point-in-time judgement about the quality of a school's education provision.

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

- Inspectors met with the headteacher and other senior leaders, curriculum leaders, the special educational needs coordinator and a range of staff.
- The lead inspector met with the chair of governors and a representative with governance responsibility from the trust. The lead inspector also met with the chief executive officer and director of education from the trust.
- Inspectors carried out deep dives in reading, mathematics, English, history and art. 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 discussed other areas of the curriculum with leaders and visited additional lessons. The lead inspector observed pupils read to a familiar adult.
- Inspectors observed pupils' behaviour in lessons and at other times around the school.
- Inspectors considered a wide variety of school documents, including the school self-evaluation and academy improvement plan.
- Inspectors took note of the responses received on Ofsted's online survey, Ofsted Parent View, and considered the results of the staff and pupil surveys. Inspectors met with pupils and parents to gather their views.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

Inspection team

Dave Gilkerson, lead inspector	His Majesty's Inspector
Julie Hodgson	Ofsted Inspector
Jay Virk	Ofsted Inspector

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