

Inspection of Gayton Church of England Primary School

Bugbrooke Road, Gayton, Northampton, Northamptonshire NN7 3EU

Inspection dates: 3 and 4 October 2023

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| 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 | Outstanding |

This school was last inspected under section 5 of the Education Act 2005 13 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between graded inspections under section 5 of the Act. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection.

What is it like to attend this school?

There is a real sense of community at Gayton Church of England Primary School. As one parent typically stated: 'It feels like one big family.' There is a sense of belonging. Many opportunities are sought for everyone to support one another. For example, raising money for a charity when one of their community falls ill. The members of the local 'Ever Green' group share their life experiences from long ago.

Central to the school are the values of 'friendship, respect, love, trust, forgiveness and peace'. Pupils respond positively to the school's values and they behave well. Everyone in the school cares for one another. Staff provide for pupils' well-being. This extends to the wider family. The school wants everyone to be 'happy and healthy on the inside'.

Pupils relish the opportunities to take responsibility. They enjoy their roles as school councillors, eco-councillors and values ambassadors. 'Little buddies' make lasting friendships. The older pupils talk with pride and establish connections with the 'little ones' they mentor.

The school explores opportunities for their pupils to learn more about themselves. Residential trips provide pupils with confidence to make new friends and try things they never thought possible. The 'Junior Dukes' awards encourage pupils to become active citizens. There are opportunities to play in a samba band, the piano and brass instruments.

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

Pupils enjoy reading. They start to learn to read as soon as they join in the early years. The phonics programme clearly builds pupils' knowledge over time. Regular checks keep a close eye on pupils' progress. The school quickly identifies when pupils fall behind. Pupils receive the support necessary to enable them to catch up. Books match the needs of pupils. Parents receive relevant information to enable them to support their child to read at home.

Beyond phonics, the curriculum for reading is well structured. Pupils enjoy the wide range of books the school provides for them. Books support learning across the curriculum. They enable pupils to learn about role models and significant people in history. The well-stocked library is a calm space in which pupils may take pleasure from reading their book.

There is an ambitious and well-structured curriculum. Teachers' subject knowledge is strong. Skilful questioning helps guide pupils' understanding. The curriculum's key drivers of oracy and developing a broad understanding of the world weave throughout each subject. However, in a few subjects there are inconsistencies in the implementation of the curriculum. Key knowledge is not always made explicit enough. Pupils are not always clear about what they are learning. Where knowledge is specific, such as in mathematics and history, pupils demonstrate a robust

understanding of the subject. In a few subjects, systems to check what pupils know and remember are not consistent. Adaptations are not always made to future learning to address any gaps in pupils' knowledge.

There is an excited buzz within the early years foundation stage (EYFS). This is because it is a well-organised and stimulating environment. Well-planned activities enable children to guide their own learning. The 'chatty Café' creates opportunities for children to talk to each other. Books provide a stimulus for role play. Children experiment with their own learning and explore what is possible. Children enjoy their learning in the early years.

The school is highly ambitious for pupils with special educational needs and/or disabilities (SEND). Clear individual learning plans identify these pupils' needs. Staff make adaptations which support their learning and developmental needs.

The school has high expectations of pupils' behaviour. Pupils and staff say behaviour is good. Pupils genuinely care about each other. Relationships between pupils and staff are strong. Pupils say bullying is not tolerated. The many awards pupils receive, such as mathematician and VIP awards, encourage pupils to have positive attitudes towards school.

Pupils understand the importance of equality and diversity. This enables them to become responsible citizens. Pupils learn about each other's differences. Pupils are encouraged to share the challenges they face in life. This enables pupils to be respectful and understand what it is like to 'walk in their shoes'. Central to the school's work is ensuring that pupils understand the meaning of spirituality. Pupils learn to ask big questions of themselves, nature and science. Pupils learn how to keep themselves safe when working online and in the community, such as when around open water.

Everyone in the school feels cared for, including the staff. Staff are proud to work there. Governors have a clear understanding of their roles and responsibilities. The school knows itself well and understands clearly what will improve the school further.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, there are inconsistencies in the implementation of the curriculum. Key knowledge is not always made explicit enough. Pupils are not always clear about what they are learning. The school should ensure that all staff

have clarity about the focus for learning in all lessons and that the curriculum is implemented effectively to build knowledge over time.

- In a few subjects, systems to check what pupils know and remember are not consistent. Adaptations are not always made to future learning to address any gaps in pupils' knowledge. Leaders should ensure that checks on pupils' retention of knowledge consistently assist teachers in identifying clear next steps for pupils, and they should adapt future learning opportunities to address any gaps in learning.

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 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

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| Unique reference number | 121971 |
| Local authority | West Northamptonshire |
| Inspection number | 10254808 |
| 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 | 64 |
| Appropriate authority | The governing body |
| Chair | Daniel Lister |
| Headteacher | Eliza Hollis (executive headteacher) |
| Website | www.forestfederation.co.uk |
| Date of previous inspection | 30 June 2010, under section 5 of the Education Act 2005 |

Information about this school

- The school is a part of a Forest Church of England Federation.
- The school does not make use of any alternative providers.
- The school was last inspected under Section 48 of the Education Act 2005 in June 2015. This is the Statutory Inspection of Anglican and Methodist Schools.
- There is a before-school club managed by the school.

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 judgment 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 leaders and have taken that into account in their evaluation of the school.

- Inspectors held meetings with the executive headteacher and the special educational needs and disabilities coordinator.
- Inspectors carried out deep dives in four subjects: reading, mathematics, history and physical education. To do this, they met with curriculum leaders, visited lessons, looked at pupils' work, listened to pupils read and met with teachers and pupils. They also looked at curriculum documentation for computing, art and design and personal, social, health and economic education.
- The lead inspector met with five members of the governing body, including the chair.
- The lead inspector met with a local authority representative.
- Inspectors took account of the responses to Ofsted Parent View, including free-text responses, Ofsted's survey for school staff and the survey for pupils. An inspector spoke informally to parents at the end of the school day.
- Inspectors considered records of attendance, behaviour and safeguarding, including the school's single central record. Inspectors met with leaders to discuss the safeguarding of pupils.
- 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

Rachael Snowdon-Poole

Ofsted Inspector

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