

# Inspection of Oundle Church of England Primary School

Cotterstock Road, Oundle, Peterborough, Northamptonshire PE8 5HA

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Inspection dates: 28 and 29 November 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Not previously inspected

The headteacher of this school is Jo Griffin. 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.

Ofsted has not previously inspected Oundle Church of England Primary School as an academy under section 5 of the Education Act 2005 as, until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections. 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 of the predecessor school.

## **What is it like to attend this school?**

The school values weave throughout the life of the school, its staff and pupils. The three threads of 'joy, kindness and resilience' are represented symbolically by a star, bucket and apple. The stories told about these characteristics enable pupils to develop a robust understanding of them. The whole school understand and own the school values. As one pupil typically stated: 'Our values are the most important thing because that is what makes our school ours, and what makes us, us.'

The school supports pupils to 'be the best we can be'. Pupils know that 'trying your hardest is fine.' The school takes every opportunity to provide meaningful and varied experiences for its pupils. It is particularly ambitious for those who are disadvantaged including those with a special educational need and/or disability (SEND). A wide range of clubs broadens pupils horizons. There are many opportunities for pupils to make a difference in their school. Eco, ethos and school councillors meet regularly to improve the school.

There is a calm yet excited feel around the school. Pupils enjoy attending regularly. Relationships between pupils and staff are highly respectful. Motivated pupils engage well in lessons. Bullying is not tolerated.

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

Pupils begin to learn to read as soon as they start in the early years. There is a rigorous approach to teaching phonics. Skilled staff recognise when pupils fall behind. Pupils receive the help they need and quickly catch up. Beyond phonics, there is a well-structured reading curriculum. Pupils enjoy reading. They talk positively about the range of books the school provides. They enjoy their library time. The school's reading spine ensures that books integrate with the wider curriculum. Pupils enjoy their story time because the teachers make that time fun and meaningful.

Leaders have acted swiftly to address the recent decline in standards in mathematics. There is a consistent approach to teaching mathematics. Staff are knowledgeable. Lessons build on what pupils have been taught before. Pupils revisit prior learning regularly to ensure that they are able to recall and remember what they have learned. Teachers adapt work to ensure that they resolve any misconceptions. Pupils talk confidently about their learning.

The wider curriculum is broad and ambitious. Teachers carefully plan lessons. They have secure subject knowledge. Effective questioning helps guide pupils thinking and learning. Pupils engage with their learning. As a result, they are highly motivated to participate in lessons. The school has recently made further improvements to its curriculum. However, in a few subjects, the school has not checked precisely enough that these changes are working well enough. Pupils explore the identified key vocabulary. Pupils use this effectively to explain their

thinking. One pupil stated when talking about science: 'It pushes the boundaries of my mind.'

Children quickly settle into the early years foundation stage (EYFS). Expectations are high. Learning opportunities are well planned. This leads to high levels of collaboration and independence. Pupils work for sustained periods of time. The early years is an exciting place in which to learn.

Pupils with SEND are well catered for at this school. Pupils' needs are swiftly identified. These are regularly reviewed with pupils, parents, and carers. A wide range of support is on offer.

Pupils behave well. Leaders have taken time to consider the behaviours that they want pupils to display. The values that underpin the school are very much reflected in the approach to dealing with behaviour. Pupils are set challenges for kindness. It encourages pupils to think about how their behaviour may be interpreted by others. Pupils are polite when talking to adults. They have a strong sense of right and wrong.

Opportunities for pupils' personal development are extensive at this school. For example, 'Wow, ow and now' events enable pupils to explore spirituality and the awesome nature of our world. Pupils consider the harm humans have inflicted on the planet and the responsibility they have to make it a better place. Pupils are highly tolerant and respectful. They learn about their responsibilities as global citizens through charity work. The school considers individual needs as well as specific groups of pupils. The school's work to support service children makes a tangible difference. The 'Troopers' group, as one pupil put it, is a place where: 'If they feel sad you know people will understand and it stops you worrying about your parents.' There are excellent links with the community. For example, visits from Blooming Oundle, to develop the school allotment, and an independent school broaden pupils' experiences.

Leaders understand their school well. There is clarity about what works well and where they can make the school even better. There is a strong partnership with the multi-academy trust and they work well together.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Much work has been undertaken to improve the school's curriculum recently. However, in a few subjects, the school has not checked precisely enough that these changes are working well enough. As a consequence, some pupils do not recall what they have previously learned, and some initiatives are not consistently

applied. The school should now check that all they do has the intended impact and that changes are implemented with precision.

## **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

<b>Unique reference number</b>	146170
<b>Local authority</b>	North Northamptonshire
<b>Inspection number</b>	10288368
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	5 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	342
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Margaret Holman
<b>CEO of the trust</b>	Ruth Walker-Green
<b>Headteacher</b>	Joanne Griffin
<b>Website</b>	<a href="http://www.oundleceprimary.org">www.oundleceprimary.org</a>
<b>Date(s) of previous inspection</b>	Not previously inspected

## Information about this school

- The school is a part of the Peterborough Diocese Education Trust. The school joined the trust on 1 December 2018. When its predecessor school, Oundle Church of England Primary School was last inspected by Ofsted in February 2011, it was judged to be outstanding overall.
- The school does not make use of any alternative providers.
- The school was last inspected under Section 48 of the Education Act 2005 in February 2023.
- There is a before- and after-school club managed by the school.

## Information about this inspection

The inspector(s) 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 leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher and the SEND coordinator.
- Inspectors carried out deep dives in five subjects: reading, mathematics, physical education (PE), design and technology, and science. 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, religious education (RE) and personal, social, health and economic education (PSHE).
- The lead inspector met with three members of the local academy governing committee, including the chair, and a representative of the trustees.
- The lead inspector met with a representative from the multi-academy trust.
- Inspectors took account of the responses to the Parent View, including free-text responses and Ofsted's survey for school staff. An inspector spoke informally to parents at the beginning and 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
Julie Hodgson	Ofsted Inspector
Caroline Barton	Ofsted Inspector

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