

Inspection of Grendon Church of England Primary School

Main Road, Grendon, Northampton, Northamptonshire NN7 1JW

Inspection dates:	5 and 6 November 2024
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding for overall effectiveness at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since March 2013. Since September 2024, schools have not been awarded an overall effectiveness grade.

What is it like to attend this school?

Pupils are full of enthusiasm for learning. They rise to the school's high expectations of their learning and behaviour. Pupils follow the school rules and work hard in lessons. Their well-being and academic success are at the heart of the school's work. Right from the start of the early years, pupils live up to the school's vision for them to be 'independent learners, responsible individuals, and global citizens'. Pupils are prepared well for the next stages of their education.

Many parents and carers refer to the school as a 'caring and supporting family'. Pupils and staff agree. This is a place where differences are celebrated and everybody is of equal importance. Pupils feel safe because of the warm relationships they form with each other and with staff. Older pupils support younger pupils through their 'pupil mentoring' roles. This helps pupils to develop their sense of responsibility.

The school's 'global curriculum' broadens pupils' understanding of the world. Pupils' learning is enhanced by memorable experiences, including visits to Cornwall and taking part in Victorian days. Pupils are particularly excited about their forthcoming visit to the theatre to see Peter Pan, having read the book in school.

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

The school has instilled a culture of high standards. It is attuned to the needs of pupils, including those with special educational needs and/or disabilities (SEND). The school identifies pupils with SEND quickly. It provides these pupils with help in class and targeted additional support when needed. The school is committed to ensuring that all pupils receive a well-rounded education. As a result, pupils thrive both socially and academically.

The school has an ambitious and broad 'global curriculum'. This enables pupils to develop their knowledge of different countries and life beyond Grendon. The curriculum is carefully thought through and reviewed often to see if it can be further improved. The school has ensured that pupils' learning builds progressively. Pupils talk excitedly about their learning. They achieve well. In a small number of subjects, the activities that pupils undertake do not consistently help them to achieve the aims of the highly ambitious curriculum. Consequently, pupils' knowledge is not as secure in this small number of subjects.

The school leaves no stone unturned in its quest to ensure that pupils learn to read. From the beginning of Nursery onwards, there is a sharp focus on developing children's communication and language. Staff deliver the school's chosen phonics programme with expertise. Pupils read books that are matched carefully to the sounds that they know. Staff often check pupils' reading. Any pupils who need extra help receive effective support to help them catch up quickly. Pupils, including those with SEND, read with confidence. They love listening to stories read by their teachers.

Across the school, including in the early years, relationships are strong and positive. Children in the early years get off to a flying start. The school provides a safe, interesting, and inviting range of learning activities, both indoors and outdoors. In all year groups, pupils' behaviour and attitudes to learning are positive. Pupils know their roles in making their school a calm and respectful place to be. On the playground, pupils chat and play together happily. Pupils' enjoyment of school is reflected in their high attendance.

Beyond academic learning, the school provides pupils with high-quality pastoral support. The curriculum is enhanced with memorable trips linked to the topics pupils study, which they say, 'brings their learning to life'. Pupils are respectful towards each other and to staff. They learn about the differences between people and the importance of treating everybody equally. Pupils know how to keep themselves safe and healthy. While some pupils access after-school activities, these are somewhat limited. Some pupils do not have many opportunities to broaden their interests and talents.

Leaders and governors share the same relentless determination to provide the very best for every pupil. They work in harmony to prepare pupils well for their next stages by ensuring academic success and strong social and emotional support. Staff enjoy working together as a team. They value the consideration given to their workload and well-being. Staff are incredibly proud to be part of the school 'family'. The school is a very special place for pupils and staff alike.

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 small number of foundation subjects, the activities that pupils undertake do not consistently support them to achieve the intended goals of the ambitious curriculum. In these subjects, pupils do not build a sufficient depth of knowledge. The school should ensure that suitable pedagogical choices are made so that the clearly sequenced curriculum is delivered as planned.
- The school does not offer a sufficient breadth of experiences to develop pupils' talents and interests. Opportunities for extra-curricular activities are somewhat limited. The school should further develop a programme of wider curriculum activities that support pupils' personal development and help pupils explore what they are good at and things they enjoy doing.

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	121975
Local authority	North Northamptonshire
Inspection number	10324106
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	104
Appropriate authority	The governing body
Chair of governing body	Julia Brown
Headteacher	John Wayland
Website	www.grendonprimary.net
Dates of previous inspection	19 and 20 March 2013

Information about this school

- This is a Church of England primary school which is part of the Diocese of Peterborough. The last section 48 inspection took place in March 2018. The next section 48 inspection is due next year.
- 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. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation 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 spoke to the headteacher, the deputy headteacher and a range of staff, including the special educational needs coordinator and the designated safeguarding lead.
- The lead inspector met with the chair of governors and other members of the governing body. The lead inspector had a telephone discussion with two representatives from the local authority.
- Inspectors carried out deep dives in the following subjects: early reading, mathematics, and history. For each deep dive, inspectors spoke with subject leaders, visited a sample of lessons, spoke with teachers, spoke with pupils and looked at samples of their work. Inspectors also considered the curriculum in other subjects.
- To evaluate the effectiveness of safeguarding, the 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.
- Inspectors considered the views of parents through their responses to Ofsted's online survey for parents, Ofsted Parent View. They also considered the views of staff and pupils through Ofsted's online surveys for staff and pupils. An inspector spoke with parents at the end of the school day.

Inspection team

Kirsty Norbury, lead inspector

His Majesty's Inspector

Jay Virk

Ofsted Inspector

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