



Naseby Church of England Primary School

Inspection Report

Better education and care

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| Unique Reference Number | 121983 |
| LEA | Northamptonshire |
| Inspection number | 281147 |
| Inspection dates | 16 May 2006 to 16 May 2006 |
| Reporting inspector | Frances Gillam AI |

This inspection was carried out under section 5 of the Education Act 2005.

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|------------------------------------|----------------------|---------------------------|--|
| Type of school | Primary | School address | School Lane |
| School category | Voluntary controlled | | Naseby |
| Age range of pupils | 4 to 11 | | Northampton, Northamptonshire NN6 6BZ |
| Gender of pupils | Mixed | Telephone number | 01604 740540 |
| Number on roll | 55 | Fax number | 01604 740540 |
| Appropriate authority | The governing body | Chair of governors | |
| Date of previous inspection | 20 March 2000 | Headteacher | Mrs Sue Bradburn |

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Naseby is a Voluntary Controlled Church of England school in rural Northamptonshire. It is much smaller than the average primary school. All the pupils come from a White British background. The proportion of pupils with learning difficulties is broadly average. Children's attainment when they start school is generally above average. Pupils are taught in three mixed-age-range classes. The Reception Year and Years 1 and 2 are taught in one class. Years 3 and 4 are taught together, as are Years 5 and 6.

Key for inspection grades

| | |
|---------|--------------|
| Grade 1 | Outstanding |
| Grade 2 | Good |
| Grade 3 | Satisfactory |
| Grade 4 | Inadequate |

Overall effectiveness of the school

Grade: 2

Naseby Church of England Primary School provides a good standard of education. This reflects the school's view of itself.

The quality of provision in the Foundation Stage is good. Children make good progress and attain standards above those expected for the end of the Reception Year. Pupils continue to make good progress throughout the school. By Year 6, writing is of a particularly high standard and pupils are competent mathematicians. Pupils' progress in science, while satisfactory, is not as good as in English and mathematics. The school had recognised that the curriculum for science needed improving and has taken steps to address this. However, it is not yet enabling pupils to make good progress by Year 6. Teaching and learning are good. Pupils really enjoy school. Teachers make lessons fun and as a result pupils enjoy learning. The wide range of exciting clubs and activities sparks pupils' interest and contributes extremely well to their personal development and well-being. The high level of care ensures pupils feel safe and secure. Leadership and management are good. The school identifies the right priorities for improvement, including the tracking of pupils' progress, although this is not yet rigorous enough to identify if pupils do well enough in Years 1 and 2. Weaknesses since the last inspection have been dealt with successfully and this reflects the school's good capacity for further improvement. The school provides good value for money.

What the school should do to improve further

- Improve the tracking of pupils' progress to provide a better understanding of how well pupils improve from the end of the Reception Year to the end of Year 2.
- Improve the curriculum for science to ensure that pupils make the same good rate of progress as in English and mathematics.

Achievement and standards

Grade: 2

Pupils make good progress and attain standards that are well above average by the end of Year 6.

Children in the Reception Year make good progress in the early skills of reading, writing and mathematics. These skills are built on successfully so that standards are often well above those expected by the end of Year 2. In Years 3 to 6, pupils continue to make good progress. Pupils make particularly good progress in developing the skills of reading, writing and mathematics. Pupils' writing, by the time they leave the school, is lively and of a high quality. This is because staff have high expectations of what the pupils can do. The school sets challenging targets. These were exceeded last year in English and mathematics in the 2005 national tests because pupils with learning difficulties did particularly well. Recent improvements to the organisation of science have raised standards but have not yet secured good progress at this point.

Pupils with learning difficulties do well. They meet the targets set for their improvement because the support for them is well focused on their needs.

Personal development and well-being

Grade: 1

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development, is outstanding. Pupils know the difference between right and wrong and reflect sensibly on the views and opinions of others.

Pupils really enjoy school: one said, "the best thing about school is being here!" Their attendance is good and pupils' behaviour is exemplary. Where there are incidents of inappropriate behaviour, teachers and pupils discuss these in class. They then set targets for improvement. This successfully encourages pupils to take responsibility for their own actions and to support the behaviour of others.

Pupils make healthy choices. They prefer fruit and vegetables at snack times and participate eagerly in the sporting activities on offer. Pupils take note of advice on how to keep themselves safe and they play carefully and act sensibly in and around the school. Pupils make a very positive contribution to the local community. They contribute their ideas, for example, designing posters, in response to local issues and take part in church services. Pupils take on responsibility willingly, work together in teams and organise fundraising events. Such activities prepare them very well for the world of work.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good. Children get off to a flying start in the Reception Year because adults value children's efforts and provide time for children to explore and try things for themselves. As a result, they quickly become independent, work hard and enjoy learning. Lessons throughout the school are interesting. Pupils say they are made to think carefully and that their teachers expect them to work hard. This spurs the pupils on to do their best. Pupils know what they are expected to learn because teachers share this with them at the start of each lesson. This focuses their thinking and gives them something to work towards. Teachers' planning takes good account of the different needs of the pupils, and those with learning difficulties are supported well. Teachers use drama to good effect, for example, in a Year 5 and 6 lesson, the teacher encouraged the pupils to play the part of an evacuee during the Second World War. This helped to develop descriptive language and some very good ideas about how to use similes, metaphors and personification to make their writing lively and interesting. Questioning helps pupils to think more deeply but at times questions are not focused enough to ensure that all pupils are involved in discussions. This leads to pupils not sharing their ideas fully and teachers finding it more difficult to gauge how well the pupils are doing. Teaching assistants play an important part in

supporting pupils with learning difficulties, but at times, teachers do not ensure teaching assistants play an active enough role, for example, in drama activities or in encouraging pupils to be fully attentive.

Curriculum and other activities

Grade: 2

The curriculum is good. It includes all the subjects it should and ensures that pupils build successfully on what they have done before. This enables pupils to make good progress. The curriculum in the Foundation Stage is well organised. Activities capture the children's interest and provide good opportunities for the children to develop their ideas. The curriculum for science is still developing in Years 3 to 6. The school was aware that aspects of science were not being taught in enough depth. This is beginning to improve and is having a more positive impact on pupils' progress. A wide range of clubs and activities enriches the curriculum considerably, including visits to places of interest, sporting and artistic activities. Pupils thoroughly enjoy drama; this is particularly helpful in developing their imagination and their ideas for writing. Provision for pupils' personal and social development and health education is very good. Working with local councillors and members of the parish helps pupils to understand what it means to be a good citizen. Sporting links with the local secondary school and participation in competitions provide very good opportunities for pupils to learn about fair play, understand the benefits of exercise and work as a team.

Care, guidance and support

Grade: 2

The care, guidance and support of pupils are good. The care and support they receive in their personal development are excellent. Very good arrangements for safeguarding pupils ensure they are safe and well cared for. Pupils at risk of underachieving and those with learning difficulties receive good support. They are guided to try things for themselves, their efforts are valued and they receive well-focused praise: these build their self-confidence. The school has worked hard to encourage pupils to take responsibility for their own learning. This is done through careful marking, particularly in English but, as yet, pupils do not have individual targets for improvement. This is something the school is working on as they recognise the value in giving pupils clear guidance about how to do even better.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher sets a clear direction for improvement, which is shared by all staff and governors. Each child is valued, so that all pupils feel part of a strong school community in which they can learn and flourish. Effective teamwork ensures that initiatives are implemented successfully. The latest developments, for example, to improve writing, are successful, with many high quality examples of pupils' writing. Good evaluation of the school's work leads to well-focused

priorities. Staff and governors are fully aware of what needs to be done and work effectively together to achieve success. This is reflected in last year's improvement in standards in science, although the school has still some way to go to ensure the same good progress evident in English and mathematics. The school has rightly also identified that the tracking of pupils' progress requires improvement. At present, the systems for checking pupils' progress from the end of the Reception Year to Year 2 are not rigorous enough. This makes it difficult to determine whether progress for groups and individuals is as good as it should be.

The school actively involves parents and pupils. It takes note of their ideas and acts upon them swiftly. For example, workshops for parents have resulted in improved reading support at home. Parents have a high level of confidence in the school and rightly feel that their children make good progress.

Standards since the last inspection have improved overall. The key issues from the last inspection have been dealt with successfully, reflecting the school's good capacity to improve.

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Inspection judgements

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| Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate | School Overall | 16-19 |
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Overall effectiveness

| | | |
|--|-----|----|
| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 2 | NA |
| How well does the school work in partnership with others to promote learners' well-being? | 2 | NA |
| The quality and standards in foundation stage | 2 | NA |
| The effectiveness of the school's self-evaluation | 2 | NA |
| The capacity to make any necessary improvements | Yes | NA |
| Effective steps have been taken to promote improvement since the last inspection | Yes | NA |

Achievement and standards

| | | |
|--|---|----|
| How well do learners achieve? | 2 | NA |
| The standards ¹ reached by learners | 2 | NA |
| How well learners make progress, taking account of any significant variations between groups of learners | 2 | NA |
| How well learners with learning difficulties and disabilities make progress | 2 | NA |

Personal development and well-being

| | | |
|---|---|----|
| How good is the overall personal development and well-being of the learners? | 1 | NA |
| The extent of learners' spiritual, moral, social and cultural development | 1 | NA |
| The behaviour of learners | 1 | NA |
| The attendance of learners | 2 | NA |
| How well learners enjoy their education | 1 | NA |
| The extent to which learners adopt safe practices | 1 | NA |
| The extent to which learners adopt healthy lifestyles | 1 | NA |
| The extent to which learners make a positive contribution to the community | 1 | NA |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 1 | NA |

The quality of provision

| | | |
|---|---|----|
| How effective are teaching and learning in meeting the full range of the learners' needs? | 2 | NA |
| How well do the curriculum and other activities meet the range of needs and interests of learners? | 2 | NA |
| How well are learners cared for, guided and supported? | 2 | NA |

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

| | | |
|--|-----|----|
| How effective are leadership and management in raising achievement and supporting all learners? | 2 | NA |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 2 | NA |
| How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review | 2 | NA |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can | 2 | NA |
| How effectively and efficiently resources are deployed to achieve value for money | 2 | NA |
| The extent to which governors and other supervisory boards discharge their responsibilities | 2 | NA |
| The adequacy and suitability of staff to ensure that learners are protected | Yes | NA |

| The extent to which schools enable learners to be healthy | |
|---|-----|
| Learners are encouraged and enabled to eat and drink healthily | Yes |
| Learners are encouraged and enabled to take regular exercise | Yes |
| Learners are discouraged from smoking and substance abuse | Yes |
| Learners are educated about sexual health | Yes |
| The extent to which providers ensure that learners stay safe | |
| Procedures for safeguarding learners meet current government requirements | Yes |
| Risk assessment procedures and related staff training are in place | Yes |
| Action is taken to reduce anti-social behaviour, such as bullying and racism | Yes |
| Learners are taught about key risks and how to deal with them | Yes |
| The extent to which learners make a positive contribution | |
| Learners are helped to develop stable, positive relationships | Yes |
| Learners, individually and collectively, participate in making decisions that affect them | Yes |
| Learners are encouraged to initiate, participate in and manage activities in school and the wider community | Yes |
| The extent to which schools enable learners to achieve economic well-being | |
| There is provision to promote learners' basic skills | Yes |
| Learners have opportunities to develop enterprise skills and work in teams | Yes |
| Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form | NA |
| Education for all learners aged 14–19 provides an understanding of employment and the economy | NA |

Text from letter to pupils explaining the findings of the inspection

Thank you for making Mr Allen and myself so welcome when we came to visit you. We enjoyed talking with you and seeing all the interesting things you were doing. We would like to tell you what we thought about your school.

Naseby School is a happy place. You told us how much you like school and we saw how well you are cared for. You work and play together very well and you are polite and sensible. You understand the importance of a healthy diet and the need for plenty of exercise. You make sure you eat lots of fruit and vegetables and take part in the many sporting activities during and after school. The exciting clubs, places you visit and the people who come to talk to you make your learning really interesting.

Many of you told us that your lessons are exciting. This is because the teachers make your lessons fun. They help you to learn and encourage you to do your very best. Right from the time you start school you are helped with your reading, writing and mathematics so you become really good readers, writers and mathematicians. We think you could also become really good scientists. We have asked your teachers to help you do your very best in science.

Mrs Bradburn, the governors and your teachers make good decisions about how to make your school a better place. They check how well you are doing but we have asked them to check more closely so they can really be sure that all of you are doing your very best.