



Spratton Church of England Primary School

Inspection Report

Unique Reference Number 121991
LEA Northamptonshire
Inspection number 281149
Inspection dates 18 January 2006 to 18 January 2006
Reporting inspector David Cox AI

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

Type of school	Primary	School address	School Road
School category	Voluntary controlled		Northampton
Age range of pupils	4 to 11		Northamptonshire NN6 8HY
Gender of pupils	Mixed	Telephone number	01604 846530
Number on roll	95	Fax number	01604 846530
Appropriate authority	The governing body	Chair of governors	Mrs Enid Jarvis
Date of previous inspection	20 November 2000	Headteacher	Mr Darren Sibley

Age group 4 to 11	Inspection dates 18 January 2006 - 18 January 2006	Inspection number 281149
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Spratton Church of England Primary School is a smaller-than-average primary school situated in Spratton, Northamptonshire. Almost all pupils are from a white British background. The proportion of pupils eligible for free school meals is below the national average. When children start school many have the skills and knowledge typical of four-year-olds. The proportion of pupils who have learning difficulties and disabilities is above the national average. The proportion of pupils that joined the school in the last academic year other than at the normal admission time is higher than normal.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 4

The school judges itself to be an effective school. However, inspectors judge Spratton Church of England Primary School to be ineffective and not giving adequate value for money. Pupils in the Reception class make satisfactory progress and join Year 1 with average standards. Although the pupils' progress in mathematics and science is reasonable from Years 1 to 6, it is too slow in English, because the teaching is not good enough. Teachers do not always use the data available to them to ensure that all pupils are achieving as well as they can. Pupils are cared for satisfactorily and they are safe in the school. Their personal development and behaviour are satisfactory. The school's own evaluation of how well it is doing is generally weak and has not been used effectively to tackle the underachievement in English. The headteacher has shown that he can improve matters and the subsequent actions taken show that he can move the school forward. However, the school has not been quick enough to prevent the pupils from underachieving in English. Systems for monitoring the work of the school are not applied rigorously enough. In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a Notice to Improve. Significant improvement is required in relation to the progress pupils make in English in Years 1 to 6.

What the school should do to improve further

- Raise standards in Years 1 to 6 and remedy the weaknesses in English.
- Improve the quality of teaching across the school to ensure teachers make better use of information they gather about pupils' achievement so that work can be more challenging.
- Take a more rigorous approach to monitoring and evaluating the work of the school.

Achievement and standards

Grade: 4

Achievement and standards are inadequate. In 2005, standards remained broadly average in the national tests at the end of Year 2, but there was a marked decline in the results achieved by pupils in Year 6, especially in English in which standards dropped below average. Additionally, few pupils achieved the higher Level 3 in writing in Year 2, or better than Level 4 in English generally in Year 6. Standards in mathematics and science are broadly average. During their time in the Reception class, the pupils make reasonable progress as a result of satisfactory teaching. In Years 1 to 6, the pupils' progress is satisfactory in mathematics and science. However, the pupils' progress in English is not good enough. The school experiences a high rate of pupil mobility, some of which accounts for this weak performance. However, this underachievement is also as a result of the teachers providing insufficiently challenging tasks in English to

engage and inspire. Pupils are not provided with enough opportunities to build on their previous experiences or to practise key skills.

Personal development and well-being

Grade: 3

Pupils' personal development is satisfactory. They appreciate the range of activities offered and as a result they enjoy school. The youngest children arrive happily and quickly settle down to begin their day in school. Attendance is above the national average. Pupils feel valued and secure and are encouraged to get on together and respect each other. In lessons, the behaviour of pupils is satisfactory, as is their attitude to work. However, where lessons are not sufficiently focused on individual pupils' needs, behaviour suffers. Pupils know how to deal with bullying; there are few incidents but these are resolved quickly and efficiently by the school. Social, moral, spiritual and cultural development is satisfactory overall. The school provides some opportunities to widen pupils' understanding of the multi-cultural society they live in, though these are limited. All pupils are given sound guidance as they learn about the importance of living a safe and healthy lifestyle through, for example, the 'Huff and Puff' scheme. The school council lets pupils take on responsibility and all pupils take part in community events and fund raising. They raise money for people who have been involved in world disasters.

Quality of provision

Teaching and learning

Grade: 4

Although the pupils make satisfactory progress in some subjects, including mathematics and science, the quality of teaching and learning is inadequate overall because too much teaching is not good enough. In the Reception class, however, teaching and learning are satisfactory because the teachers are knowledgeable about the needs of young children and the early years curriculum. The quality of teaching and learning in English throughout the rest of the school is inadequate; tasks are usually far too easy because teachers take insufficient account of the data available to them on what pupils are capable of achieving. This is particularly true in Years 1 and 2, where more-able pupils are not set work that is hard enough. Marking is frequent and uses praise to encourage pupils. However, few teachers set targets that help the pupils to understand the next steps in their learning and as a result many pupils are not making enough progress. Teachers have good relationships with their pupils. Pupils enjoy their lessons when they are given interesting tasks to do. Learning support assistants are sometimes deployed effectively, but this is inconsistent.

Curriculum and other activities

Grade: 3

range of subjects, including personal, social and health education, which supports their personal development satisfactorily. The pupils in Reception are given sound opportunities in all areas of learning. The outdoor learning environment is used effectively. A range of extra-curricular activities is well attended and enjoyed by the pupils, and lessons are satisfactorily enriched through visits out of school. These visits not only support pupils' learning in subjects such as history, but they also contribute to their personal and social development. Good improvements in information and communication technology (ICT) have been made since the last inspection and ICT now adequately supports learning in other curricular areas.

Care, guidance and support

Grade: 3

Care, guidance and support are satisfactory. Pupils and parents recognise this and it is a factor in pupils' positive attitudes to school. Satisfactory procedures are in place to ensure pupils' welfare, health and safety, although whilst all members of staff know the general procedures to follow, all staff have yet to receive recent training for child protection. The support and guidance that pupils receive regarding their work is satisfactory but varied in quality. Teachers do not always set pupils individual targets for improvement and they do not consistently tell the pupils how well they are doing or what they need to do next to improve. Pupils with learning difficulties or disabilities are provided with clear individual plans, though these are not always followed in the classroom. Liaison with other agencies is satisfactory and supports pupils' learning adequately throughout the school.

Leadership and management

Grade: 4

Leadership and management are inadequate because the actions taken to halt the decline in the school's performance in English have not been applied rigorously. The governors, whilst supportive of the school, have not been sufficiently critical of this declining performance. Despite these concerns, the headteacher has shown sufficient capacity to enable the school to move forward. He has taken appropriate action to improve the provision in some areas. Systems for monitoring teaching and learning are in place and the school is aware of the weaknesses in English. However, the strategies that have been introduced to overcome the most important issues facing the school have not been introduced quickly enough to make a significant difference to pupils' learning. Additionally, where action has been taken, it has not always been checked thoroughly enough to assess whether it has been successful. The school is well supported by the parents. Parents praise the 'caring environment and support' given to their children. The views of parents are sought and acted upon on a range of issues.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	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?	4	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	4	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	No	NA

Achievement and standards

How well do learners achieve?	4	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	4	NA
How well learners with learning difficulties and disabilities make progress	4	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	3	NA
The attendance of learners	2	NA
How well learners enjoy their education	3	NA
The extent to which learners adopt safe practices	3	NA
The extent to which learners adopt healthy lifestyles	3	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	4	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	3	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?	4	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	4	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	4	NA
The extent to which governors and other supervisory boards discharge their responsibilities	4	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

Dear Children As you know, we visited your school recently to find out how well you are doing. Thank you for looking after us and making us feel welcome. Thank you also for talking to us about your school, the work you have done and how well you enjoy coming to school. What we liked about your school:

- Your school is a healthy and safe place to be.
- You like coming to school and enjoy the extra activities that are available at lunchtime and after school, and you are encouraged to make full use of these opportunities.
- Your teachers help you to learn how to live with others, so you will be responsible adults when you grow up.

What we have asked your school to do now:

- Help those of you in Years 1 to 6 to do better in your work, especially in English.
- Make sure the teachers use all the information they have about each of you to plan work that is hard enough for you.
- Ensure that the people who are in charge of the school keep a close check on how well your school is doing.

Inspectors will come back next year to see how the school is getting on. Yours sincerely David Cox and the inspection team