



Geddington Church of England Primary School

Inspection Report

Unique Reference Number 121972
Local Authority Northamptonshire
Inspection number 292281
Inspection date 1 November 2006
Reporting inspector Helen Barter

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

Type of school	Primary	School address	Wood Street
School category	Voluntary controlled		Geddington
Age range of pupils	4-11		Kettering NN14 1BG
Gender of pupils	Mixed	Telephone number	01536 742201
Number on roll (school)	180	Fax number	01536 742201
Appropriate authority	The governing body	Chair	P L M Lockwood
		Headteacher	Sue Spooner
Date of previous school inspection	4 February 2002		

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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

Children enter Reception with skills and abilities that are in line with those expected for their age. A number of pupils join the school in later years. There are more pupils with statements of special educational need than usual although the overall proportion with learning difficulties and disabilities is below average. Three new teachers, including the deputy headteacher, have joined the school in the last two years. A growing school roll has enabled it to have one class per year group from September 2006.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The school provides a good all-round primary education. Some outstanding areas of its work lead parents to describe the school as 'great' and 'having a fantastic reputation locally'.

Pupils' achieve well throughout the school. Children make a good start in Reception. Careful induction helps them to gain confidence in learning and to develop very good personal skills which stand them in good stead for the future. They make good progress in all areas of learning, particularly in their personal and social development, and nearly all meet the expected levels by the start of Year 1. Careful building on this good foundation in Years 1 and 2 helps pupils to gain confidence in using their literacy and numeracy skills. Good quality teaching helps pupils to continue making good progress so that they reach above average standards by the time they leave. Teachers carefully plan activities that challenge pupils of all abilities. These activities are mostly presented in a lively and interesting way which encourages pupils' enjoyment of learning although this is not fully consistent across all classes.

The school is highly effective in helping pupils to grow into well-rounded young people. The exceptionally caring environment and quality of relationships help every pupil to grow in confidence and feel safe and well looked after. They are sensible, friendly and very capable of taking responsibility for themselves and for others. Pupils outstanding personal development means that they are very well prepared for life ahead. Pupils really enjoy school, behave exceptionally well and are very keen to learn. The excellent curriculum helps pupils to greatly enjoy learning and to discover new experiences beyond the classroom.

The school is well run. The headteacher's strong vision that all pupils will succeed is shared by all staff and governors. School self-evaluation, including very good insight by the excellent governing body, accurately details the school's strengths and weaknesses. Although the school development plan identifies what the school needs to improve next, it does not set sufficiently clear targets against which it can measure just how successful the school has been in meeting its goals. The track record of continuous improvement since the last inspection demonstrates the school's good capacity to improve even further. The development of a library and resource area and new classroom is a good example of how the school tries to always provide the best for its pupils.

What the school should do to improve further

- Ensure that teachers provide pupils with a varied range of interesting and lively activities on a consistent basis in all classes.
- Set clear goals for success in the school development plan so that actions taken can be more carefully measured and evaluated.

Achievement and standards

Grade: 2

All pupils, whatever their background or ability, achieve well. By the end of Year 6, standards in English, mathematics and science are above the national average. In some years, more able pupils reach standards that are exceptionally high. Evidence of pupils' good progress was seen in their books and on display. Much good work is going on to improve the quality of pupils' writing in all classes. This is particularly so for some of the younger boys who struggled to get going with their literacy skills when they were in Reception. Pupils are delighted with their own progress and are very keen to show how well their writing has come on, even since the start of term. Pupils with learning difficulties and disabilities make very good progress because of the high quality support they receive.

Personal development and well-being

Grade: 1

Pupils' personal development is exemplary, as is their spiritual, moral, social and cultural development. Their attendance is good. They arrive at school ready to learn and behave impeccably all day. Pupils have high self-esteem and confidence and relish taking responsibility. For example, the school council seriously explain how they 'really want to know what everyone thinks' before making decisions on how to spend their budget on improving the playground. Pupils gain a strong awareness of the importance of contributing to the community. For instance, the eco-committee is exceptionally proud of the work it is doing to raise awareness to improve their community's environment. They are highly aware of current concerns about world climate change.

Pupils have a very well developed awareness of the needs of others and listen respectfully to each other as they share their views. 'Buddies' play an important role in improving friendship and making sure nobody is left out at playtime. All pupils are aware of the need to keep safe and to make sure they have a 'healthy lunchbox'. Pupils are extremely well prepared for the move to secondary education and say that their good quality learning and ability to take responsibility 'definitely' prepares them well for the future.

Quality of provision

Teaching and learning

Grade: 2

Pupils achieve well because of good quality teaching. Strong relationships and clear expectations for behaviour result in a very positive atmosphere where pupils enjoy learning. Teaching assistants are very effective in supporting literacy and numeracy groups and individual pupils with learning difficulties and disabilities. Pupils are helped to become confident learners. Younger children, for example, know that 'word banks' will help them to find the words they need to get going and be good 'sentence-makers.'

Lessons are well organised and pupils know what they are expected to do. They are particularly motivated by interesting activities which help them to learn in different ways, such as exploring the properties of different materials in a 'feely bag' in science and engaging in lively discussion about the feelings of evacuees during the Second World War. Pupils work diligently, but with less enthusiasm, when activities are less imaginatively presented.

Curriculum and other activities

Grade: 1

The exceptionally broad curriculum has a clear focus on developing a love of learning and the skills needed for life ahead. Information and communication technology (ICT) is used very well to support teaching and engage pupils' interest in learning. The school ensures that pupils receive a rich education through activity weeks, themed days and musical and drama performances. It provides pupils with a very good range of extra sporting activities to develop their physical skills and fitness, and after-school clubs to broaden their interests beyond the school day. Reception children experience stimulating activities, such as role-play in the outdoor area, which entice them to explore learning.

Care, guidance and support

Grade: 1

The quality of care, guidance and support for all pupils, including the more vulnerable and those with learning difficulties and disabilities, is excellent and results in their high levels of personal development. Parents say that pupils 'love school' and that 'concerns are always looked into and dealt with'. Pupils confirm this and readily explain how they help each other learn how to get on and care for others. The support they receive gives them confidence to learn, to seek help when they need it and to learn to solve their own difficulties. Pupils know that they have a 'real say' in the running of the school. This makes a huge contribution to their high levels of confidence and self-esteem. Pupils really value the excellent help they receive to improve their work. They say that 'marking helps you to think about where you went wrong' and that 'it is good to get another child's opinion', when assessing the quality of each other's work.

Leadership and management

Grade: 2

There is a real sense of teamwork and commitment to ensuring that all pupils reach their potential in this well led school. Parents speak very highly of its leadership because the headteacher has 'such enthusiasm for school and learning that it rubs off onto the children and parents alike'. The headteacher has maintained a steady ship since the last inspection, has built on the school's already effective work and has further developed very strong partnerships with other schools and the community. She is very well supported by the very effective deputy Headteacher and all staff who have roles

as curriculum managers. There is a strong desire and very good capacity amongst all leaders and managers to address any areas of weakness, for example, the literacy skills of some younger boys. Although areas for improvement are clearly identified in the school development plan, it does not set clear enough targets against which the success of actions taken can be evaluated and measured in terms of raising standards. This school provided good value for money.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you for talking to me and being so friendly and welcoming when I visited your school recently. I really enjoyed meeting and chatting with many of you. You told me that 'as soon as you come to the school you love it'. I agree that your school is good and there are some things that are exceptionally good. These are the things that I found

- You all learn well and reach good standards because you are taught well.
- Your behaviour is excellent and you are growing up into really mature young people who care about other people very much. You are enthusiastic and handle your responsibilities well.
- You really enjoy your education because the school makes sure that you learn all the right things and do lots of interesting things outside the classroom.
- Your school cares extremely well for you so that you know how to lead safe and healthy lives. Your school council and eco-committee are doing excellent work.
- Your headteacher, the other adults and governors all make sure the school is run well and check often that you are all working as well as you possibly can.

You enjoy learning the most when you are given interesting things to do in lessons, so I have asked your teachers to make sure that you always have lots of different activities to make learning even more exciting for you. Your school knows exactly what it wants to do to get even better. I have asked it to set itself some clear goals to work towards and then, just as you do when you are using your traffic lights in your books, check how well it is getting on.