

Naseby Church of England Primary School

Inspection report

Unique Reference Number	121983
Local Authority	Northamptonshire
Inspection number	327614
Inspection date	2 July 2009
Reporting inspector	Ruth Westbrook

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	61
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Margaret Dirac
Headteacher	Sue Bradburn
Date of previous school inspection	16 May 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	School Lane Naseby Northampton NN6 6BZ

Age group	4–11
Inspection date	2 July 2009
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Telephone number
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Introduction

The inspection was carried out by two additional inspectors. The inspectors evaluated the overall effectiveness of the school and investigated the following issues:

- the evenness of progress across different groups and subjects
- how well literacy, numeracy and information and communication technology (ICT) skills are developed across other subjects
- how well children develop socially in the Early Years Foundation Stage.

The inspectors gathered evidence from lesson observations, discussions with children, staff and governors, scrutiny of children's work and a range of the school's documentation, parental questionnaires and national assessment data. Other aspects of the school's work were not inspected in detail, but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation form, were not justified, and these have been included where appropriate in this report.

Description of the school

This is a small village school. There are three mixed-age classes, including the Early Years Foundation Stage, which is taught with Years 1 and 2. The headteacher teaches for over half the week. Almost two thirds of the children in the school are boys. All the children come from a White British background. The school has an Activemark and Healthy Schools Award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school which has a strong partnership with its village community. Through its close links with the church, the school establishes a clear set of values which underpin the outstanding spiritual, moral, social and cultural development of pupils. This is the foundation for their outstanding personal development and well-being. There is a high level of parental involvement in the school's life. Staff are very accessible to parents at the start and end of the day and the weekly newsletter keeps them well informed about events. However, a small number of parents feel that calendared events should be notified at the start of the school year. Nevertheless, the great majority of parents are very positive about the work of the school. As one parent said, 'I cannot speak too highly of the school. Nothing is too much trouble for the teachers. They all do a wonderful job.' Achievement is good. By the end of Year 6, pupils reach above average standards in English, mathematics and science, which represents good progress. Standards in science have improved since the last inspection as a result of the school's introduction of a curriculum which more actively engages pupils. Scientific investigation is well supported by museum visits and practical work. Standards in reading are consistently well above average because there is an effective guided reading programme. The excellent links established with home through the reading diaries and journals support this. At the end of Year 6, the number of pupils reaching above average levels in writing is lower than in other subjects. Although pupils develop a range of writing skills well, there are currently too few opportunities for them to practise these skills in a variety of ways. Pupils with learning difficulties and/or disabilities make good, and in some cases exceptional, progress. Their needs are carefully identified and their progress is checked regularly. The school is very aware of the imbalance in numbers of boys and girls and its potential impact on progress. They manage this very well, ensuring that the progress of boys and girls is even. Pupil's enjoyment of learning is high and attendance levels are above average. They talk with enthusiasm about the ways lessons are made active such as role playing characters from a novel they are reading to bring them alive. Pupils say resoundingly that they feel very safe in school. They are aware of systems to help if they have a problem, like the worry box. They are extremely confident that staff will respond promptly and fairly to their concerns. Pupils demonstrate their understanding of a healthy diet through their choice of break and lunchtime food and drink. They are very aware of the benefits of exercise and take full advantage of the regular opportunities for exercise throughout the day. Older pupils have an excellent understanding that a healthy lifestyle is about them making the right choices. Pupils very willingly volunteer to take on responsibilities within school. Younger children are very eager to wash up the plates after their break time snack of fruit. They feel involved in the school's decision-making process through the well used suggestions box and effective use of circle time for class debate. A number of projects have involved pupils in making an excellent contribution towards improvements in the village. There are well established international links with a Sudanese school which involves pupils in letter exchanges and fund-raising. The skills pupils learn through their engagement in these activities prepare them well for the future. Teaching is good. The very positive relationships between all members of the class promote effective learning. Excellent behaviour and attitudes to learning from all pupils promote a stimulating learning environment. Clear aims for each lesson are shared with pupils and they are fully aware of the steps they need to make to reach them. Lessons are planned carefully for the range of abilities and ages within the class and classrooms are well organised. Occasionally, in full class sessions, the teaching does not take full account of the wide range of ability within the group or the mixed-age nature of the class. Consequently, a

few pupils lose concentration. The good curriculum is generally well planned to take account of the mixed-age groups in classes. The promotion of personal development is effective and actively engages pupils. Visits, visitors and partnerships are used very effectively to enrich and broaden the curriculum within this small school. There is good provision for extra-curricular activities. As one parent commented, 'Even though a small school, there's something for everybody.' Pupil's use of information and communication technology (ICT) as a tool is well established. However, the limited access to computers and the internet sometimes limits the frequency and range of use of ICT by pupils in all subjects. The school is aware of these constraints and has plans in place to seek external support to improve the provision. Care, guidance and support are good. All procedures to ensure pupil's safety are securely in place and meet government requirements. Pupils in need of additional support are identified quickly and a range of strategies are in place to meet these needs. Since the last inspection, the school has implemented a system to track pupil's progress across the school. This is being used well by the staff to check that pupils are making appropriate progress towards their challenging targets. There is clear feedback given to pupils in literacy, numeracy and science lessons on how well they have understood the main aims of the lesson. Pupil's written work is helpfully marked with suggestions for improvement. The school is developing feedback through marking in other subjects. Leadership and management of the school are good. The headteacher sets very clear direction and school leaders have tackled issues from the last inspection effectively. The headteacher and governors view the size of the school as a challenge rather than a limitation and have been innovative in developing the accommodation and deployment of staff. This has led to good improvements in the school's provision since the last inspection like the new library which is contributing to improved standards. This focus on improvement, and the leadership's good awareness of the school's strengths and areas for development, indicate that the school has a good capacity for further improvement. Good governance is playing an effective part in school improvement, particularly in developing effective partnerships and promoting good community cohesion. Governors are fully involved in the life and work of the school, coming in regularly and accompanying visits out of school.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children enter the school with standards typically expected for their age, but within the very small cohort, there is always a wide range of ability and need. They achieve well and by the end of the Early Years Foundation Stage, most children are at or exceeding the expected level in all areas of learning. Well planned induction helps children to settle well and good opportunities exist for parents to talk with staff. Good leadership ensures that needs are identified quickly and support is well targeted. Children are well taught as part of a mixed-age class. The planning for this is very carefully carried out to ensure that they are helped to learn and develop well. Good use is made of a creative range of activities within a well organised curriculum to stimulate children's interests. As yet, the outdoor area is underdeveloped, but the school has plans in place to address this. Children's development of communication, language and literacy skills has been an emphasis recently and this has raised standards in these areas. Children's personal development is good. Reception children benefit well from the mixed-age setting in the classroom, showing greater maturity when working with older children than they do when working in the Reception-age group. The staff are very aware of the needs of Reception children within this mixed-age setting and include many strategies which promote their confidence and inclusion very effectively. They confidently share in whole-school assemblies

and talk about their work to the rest of the class. Children are well cared for and staff have high expectations of children's progress and safety procedures.

What the school should do to improve further

- Provide more opportunities for children to use and practise the skills learned in literacy across a wide range of subjects and activities in order to raise standards in writing.
- Develop ICT resources so that opportunities for children to use ICT in all aspects of their learning are increased and standards are raised.

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Annex A

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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

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/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	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	2

The quality of provision

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

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	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	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	2
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

3 July 2009

Dear Pupils

Inspection of Naseby Church of England Primary School, Northampton NN6 6BZ Thank you for welcoming us so warmly on our recent inspection of your school, which we have judged to be a good school. I would like to share with you what we learned about the school.

- These are the things we particularly liked.
- You make good progress in your work and reach standards which are above average.
- You enjoy school very much. You like the interesting lessons which teachers plan and you particularly like the opportunities to visit somewhere which helps your learning like the recent trip to London.
- You have an excellent understanding of how to keep yourself healthy, and take part in many activities very enthusiastically to help you to do this.
- You told us that you feel very safe in school, and that there is always someone to listen if you have a difficulty. You think that this will be handled fairly. You behave very well and older children are very considerate of younger ones so that they gradually feel more confident in school.
- You welcome opportunities to serve your local school and community. The number of jobs you take on board and your willingness to do them is impressive. You have very good ideas of your own and you act responsibly to carry them out.
- Your school is well led by the headteacher and governors, and all staff care for you well and support you to do your best.
- These are the things we have asked the school to improve to make it even better.
- We would like to see you having more opportunities to practise your writing skills in other subjects and activities, not just literacy, so that they are as good as your reading skills.
- We would like to see the school develop its resources for ICT so that you have more frequent and better opportunities to use ICT skills in all subjects and activities. We hope that you will do your best to help your headteacher and the staff to put these things in place and play your part in ensuring that the school continues to improve.

Yours faithfully

Ruth Westbrook Lead inspector