

Great Addington Church of England Primary School

Inspection report

Unique Reference Number	122021
Local Authority	Northamptonshire
Inspection number	327624
Inspection date	4 June 2009
Reporting inspector	Marion Wallace

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 aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	97
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	Helen Buckley
Headteacher	Richard Meekings
Date of previous school inspection	29 June 2009
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Woodford Road Great Addington Kettering NN14 4BS
Telephone number	01536 330642

Age group	4–11
Inspection date	4 June 2009
Inspection number	327624

Fax number

01536 330586

Age group	4–11
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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

Great Addington Church of England Primary School is a small school that serves the village and surrounding area. Almost all pupils are White British. All pupils speak English as their first language. The percentage of pupils with learning difficulties and/or disabilities is above average. The percentage of pupils with a statement of special educational needs is average. Children start school in the Early Years Foundation Stage in the Reception class. All children have experienced pre-school education before they start school. Pupils are taught in mixed-age classes in Years 1 to 6. The proportion of pupils entitled to free school meals is below the national average. The school has gained the Healthy Schools award, the Activemark and the Eco Bronze award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Great Addington is a good school. It is extremely popular with pupils and parents. One parent summed up the views of all parents saying, 'The school has an amazing ethos, we are so lucky to have such a wonderful school on our doorstep. It is like an extended family where each child is valued and made to feel special.' Children confirmed this saying, 'We love coming to school because there are always exciting and fun things to do.'

Parents are unanimous in acknowledging the 'second to none' leadership of the headteacher who has the respect of pupils, parents and staff. His enthusiasm and determination to provide every child with first-hand quality learning experiences permeates the whole school and is the reason for the continual improvement in every aspect of school life. Senior leaders and governors have a first-rate understanding of the school's strengths and areas for development. The school has made excellent progress since the last inspection and has outstanding capacity for further improvement. The school is situated on a very small site but parents and pupils appreciate how well every corner and small space is used extremely well to extend learning.

Pupils make good progress because the quality of teaching is good overall and outstanding at Key Stage 2. By the end of Key Stage 2 pupils achieve standards that are above average in English, mathematics and science. Pupils who have learning difficulties and/or disabilities make excellent progress because of the quality of support they receive. Achievement is good in Years 1 to 2, and consequently pupils reach standards above average in reading, writing, mathematics and science at the end of Key Stage 1.

The overall effectiveness of the Early Years Foundation Stage is satisfactory. Most children enter Reception with the skills and knowledge expected for their age but this can vary because the year groups are small. Children make appropriate progress in Reception and enter Year 1 with standards that are average. Opportunities to challenge and extend learning are sometimes missed in Reception.

The curriculum is good. Pupils enjoy the new 'creative and connected curriculum' and literacy and numeracy are taught effectively in single-age classes in Key Stage 2. Although standards in information and communication technology are above average some pupils felt they would like more access to computers during lessons. Pupils are extremely well cared for and there is an excellent focus on valuing and supporting all pupils. Procedures to track academic progress are exemplary and ensure extremely thorough guidance for pupils which results in full equality of opportunity. Child protection, risk assessment and safeguarding procedures meet current statutory requirements.

Pupils' personal development and well-being, together with their spiritual, moral, social and cultural development are outstanding. Relationships are very strong and, consequently behaviour is excellent, attitudes are extremely positive and attendance is good. Pupils learn to make an excellent contribution to their school, local, national and global communities because the school's promotion of community cohesion is excellent. Links with a school in Kenya and visits to a Sikh Gurdwara, Mosque and Hindu Mandir help pupils widen their awareness of other cultures, ethnicity and religions.

Preparation for pupils' future economic well-being is outstanding, for example Year 5 and 6 pupils develop an excellent understanding of mini-enterprise and small business through setting up a company, electing a board of directors and going into production selling plants, artwork and providing a Healthy Café.

Effectiveness of the Early Years Foundation Stage

Grade: 3

The provision in the Reception class is satisfactory. Children enjoy school and make good gains in their personal development because relationships, care and attention to welfare are good. They make the expected gains in other areas of learning and this reflects satisfactory teaching and learning. Assessment records are well organised. Children experience an appropriate balance between making purposeful choices about their activity and being directed and guided. Adults do not always make expectations clear and opportunities to maximise learning are sometimes missed. Planning is satisfactory but there is not always a close match of activity to the needs of all children, especially the more able during outdoor activities. Adults do not always notice when children's interest and pace of learning slows down and consequently children do not always learn as many skills or develop as much awareness as they could. Children make good use of the whiteboard but computers are not always accessible. Visits are used well, and children draw and write simple statements about their visit to Boughton House. There are excellent links with parents who appreciate the opportunity to communicate with the school and share home experiences through the 'Home School Book'. Behaviour is good and children have excellent opportunities to work with older children. Leadership and management of the Early Years Foundation Stage are satisfactory.

What the school should do to improve further

- Improve the provision in the Early Years Foundation Stage by ensuring planning identifies challenge for different ability groups in all areas of learning and adults seize opportunities to intervene and challenge children when the pace of their learning slows down.
- Ensure pupils have access to computers in lessons so that they can be used effectively to enhance learning.

Achievement and standards

Grade: 2

All pupils achieve well and reach standards above average in English, mathematics and science by the time they leave the school. The 2008 test results showed that more pupils achieved the expected and higher levels than is usually found in English, mathematics and science. Writing was the weakest aspect but rigorous assessment, tracking and successful intervention are leading to good improvement in writing. School data for 2009 show standards continue to rise and there has been an increase in the number of pupils reaching the higher levels in all aspects. Pupils at both key stages are on course to meet their challenging targets. At Key Stage 1 pupils make good progress and reach standards above average at the expected and higher levels in reading, writing, mathematics and science. The teacher assessments in 2008 showed standards above average in writing at the expected level but broadly average at the higher level. This is because key skills in writing have not always been well taught. Initiatives have been put in place to raise standards in writing and tracking shows improved progress.

Personal development and well-being

Grade: 1

Pupils talk proudly and enthusiastically about their school. They enjoy every aspect of their school life from analysing their rock climbing experiences to help them identify the most important things in life to discussing ways to protect the environment. They learn to reflect

on these experiences and their obvious enjoyment has a major influence on their learning. Pupils are very friendly, polite, considerate and work very well with each other. They have an excellent understanding of how to maintain a healthy lifestyle and they check their own and others' lunch boxes to ensure they are as healthy as possible. They talk knowledgeably about the benefits of eating fruit, drinking water and the importance of activity. Pupils show high levels of responsibility as buddies to younger children, school councillors and Eco members. They discuss sensibly their involvement with the school council, Eco group and school initiatives such as feeding 40 people in the Healthy Café. Pupils are acutely aware of dangers and risks outside of school, especially in relation to cycling to school.

Quality of provision

Teaching and learning

Grade: 2

Lessons are well organised and consequently pupils enjoy and make good gains in their learning. Teachers know their subjects well and manage lessons effectively. Individual needs are given close attention and relationships are extremely warm and supportive. Pupils flourish and make good progress because lessons have pace, interest and variety. Years 5 and 6 produced some powerful writing after visiting the recycling centre. Expectations are clear and tasks are carefully matched to pupils' ability. Teachers use strategies and methods well to involve pupils in their own learning, for example, 'tell partners' and the use of electronic whiteboards. In some lessons, however, teachers miss opportunities to use questions to challenge and extend more able pupils. Teaching assistants give excellent support to those who need extra help with their learning.

Curriculum and other activities

Grade: 2

The curriculum is well matched to pupils' abilities in the mixed-age classes. Pupils appreciate the new 'connected creative curriculum', which is designed to help pupils develop literacy and numeracy skills in other subjects. Very strong features of the curriculum are the visits, visitors and extra-curricular activities that enrich pupils' cultural experiences and ensure pupils learn from first-hand experiences, for example a visit to the Natural History Museum helped enrich learning in science. Activities such as rock climbing, canoeing, gardening, musical activities and dance are very popular and extend learning well. The school offers a good range of sporting and outdoor activities. The provision for pupils with learning difficulties and/or disabilities is excellent. Extension classes at the local secondary school for mathematics and science are appreciated by more able pupils who benefit from additional challenge. The programme for personal, social and health education contributes well to the strong, caring ethos in the school. Numeracy and literacy are used successfully to enhance learning across the curriculum. Not all teachers, however, use computers effectively in their daily planning.

Care, guidance and support

Grade: 1

Pupils thoroughly enjoy school life because the ethos of the school is extremely caring. Excellent partnerships with parents and external support agencies ensure that pupils' well-being and personal development are given the highest priority. Parents feel the standard of care is exceptionally good because the school is staffed by dedicated and caring staff. High-quality academic guidance successfully ensures pupils know what to do to improve their work. Pupils

know their targets and receive excellent guidance on how to reach their challenging targets. Transition arrangements for children entering and moving on to other schools are excellent.

Leadership and management

Grade: 1

The headteacher leads the school extremely well and has the confidence and respect of pupils, staff, parents and the local community. Parents agree; one parent, reflecting the views of many said, 'The school is blessed with an excellent headteacher who is naturally talented for this role; the children respect him and enjoy his company immensely. He is fun, interesting and charismatic, which lights up all the school events.' He is extremely well supported by all of the staff who work well together. The excellence of leadership has been demonstrated in the sustained improvement during past years, which is helping the school to become even better. There is a strong and clear sense of purpose and vision to raise achievement and improve provision.

The school knows its strengths and weaknesses, and plans for improvement are extremely well considered. The use of assessment procedures, progress tracking and target setting to raise standards is excellent. Any dips, such as that in writing and achievement of more able pupils at Key Stage 2, are identified and successfully improved by intervention.

The school's promotion of community cohesion is excellent. The governors make a positive and enthusiastic contribution in supporting and challenging the school.

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	1

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
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?	3
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

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	1

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	1

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?	1

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
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 leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	1
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

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

5 June 2009

Dear Pupils

Inspection of Great Addington School, Kettering, NN14 4BS

Thank you all very much for welcoming us to your school. We enjoyed talking with you and your teachers and were impressed by your joyful singing in assembly. It was good to see how enthusiastic you were about all aspects of your school life. We agree with you and your parents that whilst Great Addington is situated on a small site it does everything possible to ensure you all experience as many fun, interesting and exciting learning experiences as possible. You told us that Great Addington is a good school with outstanding features and we agree with you.

These are the things we found that your school does well.

- You make good progress as you move through the school because teaching is good. As a result, you reach above average standards by the end of Year 6.
- You all enjoy learning immensely and your attendance is good.
- You make excellent progress in your personal development. Your behaviour is outstanding. You are sensible and caring to others and very aware of the need to keep safe.
- You enjoy and benefit greatly from the extra-curricular activities, visits and visitors to school.
- Your school cares about you very much and teaches you a lot about how to be healthy and care for others.
- Your school council and Eco groups are well organised and working well to make sure that you all have a say in improving your school and the environment.
- Your headteacher and senior teachers lead the school extremely well and all the staff work effectively together to make sure that the school is an exciting, fun place. This is what we have asked your school to do now.
- Make sure all children in the Reception class are fully challenged in all areas of their learning.
- Ensure computers are available in lessons and used more frequently.

You can help by continuing to work really hard. Thank you for a very enjoyable and memorable visit to your school and best wishes for your future.

Yours faithfully

Marion Wallace

Lead inspector