

East Haddon Church of England Primary School

Inspection report

Unique Reference Number	121969
Local Authority	Northamptonshire
Inspection number	340058
Inspection dates	19–20 May 2010
Reporting inspector	Carol Worthington

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	75
Appropriate authority	The governing body
Chair	John Brewer
Headteacher	Stephen Lord
Date of previous school inspection	10 January 2007
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Introduction

This inspection was carried out by two additional inspectors, one of whom spent half a day inspecting safeguarding. Inspectors observed ten lessons; all five class teachers were seen at least once. Meetings were held with the headteacher, senior leaders, the Chair of the Governing Body, and a group of pupils. Many pupils and a few parents were informally spoken to. Inspectors observed the school's work, and looked at records of assessments of pupils' attainment, tracking of their progress and samples of their work in books. All safeguarding documents were scrutinised. Thirty five parents' and carers' questionnaire returns were analysed, together with those completed by all staff and a sample of Key Stage 2 pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- whether the recent focus on science has improved pupils' attainment and progress to match their performance in English and mathematics
- how well pupils' information and communication technology (ICT) skills are developed through the curriculum
- confirm strengths in pupils' personal development identified by the school
- how well the school prepares its pupils for life in multicultural Britain.

Information about the school

This is a smaller than average school in a rural setting. All pupils are of White British origin, with none from minority ethnic backgrounds. All speak English as their first language. The proportion of pupils with special educational needs and/or disabilities is much lower than in most schools. They all have moderate learning difficulties. The proportion of pupils known to be eligible for free school meals is well below average. There are three classes, all having mixed age groups; Years 4, 5 and 6, Years 2 and 3, and Reception with Year 1.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a small school with a family atmosphere, where everyone is valued and given every opportunity to succeed. The headteacher is ambitious for the success of all pupils and has high expectations of their achievements in all aspects of school life. The whole staff shares in this ambition and works well together as a highly committed and motivated team. Pupils also come to school knowing they will be required to do their best. Their behaviour is excellent; they want to learn. This has a very positive impact on their achievements in every aspect of school life and prepares them well for the next stage in their education.

Pupils make good overall progress from their starting points and their attainment is always above, and often well above average by the time they move on to secondary education. Attainment in English is a particular strength. Pupils make excellent progress in English because of the excellent teaching they receive, particularly in developing their writing. Attainment in mathematics is also above average and getting closer to that of English. Attainment in science has not matched that of English or mathematics over the last three years, but there are signs of improvement in the current Year 6.

Pupils have frequent opportunities to develop their practical science skills, but there is less evidence of them developing independent lines of enquiry as a response to open-ended problem-solving. Children in the Early Years Foundation Stage attain particularly well in literacy and numeracy, but free play activities do not always stimulate curiosity and develop problem-solving. Pupils' ICT skills develop well throughout the school as a result of partnership with a local specialist college.

Excellent pastoral care is a very strong feature of the school. All pupils are well known individually to their teachers and know they can speak to any adult if they are worried. The school's Christian values are apparent throughout the school in the care and respect for individuals. This underpins pupils' excellent spiritual, moral, social and cultural development.

Pupils feel extremely safe and well cared for and their parents agree. All pupils, including those in the Early Years Foundation Stage, are members of the school forum. Their views have had a significant impact on provision, for example, in setting up playtime activities. Pupils enjoy using this, and the many after school sports activities, to help them keep fit and active. They are active in the school and local community, through strong links with the church. The school is well regarded in the village; it takes part in many traditional village events, for example, Maypole dancing and Remembrance Sunday. The school's own productions and church services attract large village audiences.

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Since its previous inspection, the school has made good improvements. School leaders have an accurate understanding of the school's strengths and areas for further development as a result of effective self-evaluation. They have fully addressed the issues for improvement relating to tracking pupils' progress and monitoring the curriculum. High standards in English have been maintained. Improvements to the building, and increased participation in partnerships, have enabled the curriculum to be widened. The school is now in a good position for further sustained improvements.

What does the school need to do to improve further?

- Improve attainment in mathematics, and particularly in science, to match that in English by:
 - providing more opportunities for pupils to develop scientific enquiry through problem-solving
 - focusing on developing numeracy as consistently as literacy in the wider curriculum.
- Improve provision in the Early Years Foundation Stage by:
 - providing means whereby children have free-flow access to a greater variety of outdoor activities in all weathers
 - making sure that independent play activities are more closely linked to progressive learning objectives that stimulate children's curiosity and promote problem-solving skills in all areas of the curriculum.

Outcomes for individuals and groups of pupils**2**

Pupils' outstanding literacy skills are a very important feature of their learning. Their writing shows good use of their extensive vocabulary, gained through their wide reading. All their workbooks show a high quality of writing. Older pupils, particularly girls, show a high degree of flair and imagination when writing stories. Work in science shows that older pupils are able to undertake investigative work and use their excellent literacy and good numeracy skills to produce high quality reports on their work. During the inspection they made good progress in a teacher-directed practical session, but did not fully develop independent problem-solving skills. In mathematics, younger pupils developed their multiplication skills well through working out the costs of parties for their friends, and tackled writing a newspaper report on the great fire of London with enthusiasm, using exciting vocabulary. The very few pupils with special educational needs and/or disabilities tackle similar tasks with well planned guidance from teaching assistants.

Pupils enjoy their lessons because teachers consistently challenge them to do their best and give constant encouragement to improve, through individual targets on their written work. Their excellent behaviour enhances their learning and contributes to the harmonious atmosphere of the school. They enjoy the uplifting start to the day in assembly, where they sing enthusiastically and reflect on moral and spiritual matters. An

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example of the depth of their reflection is the moving animated film made by older pupils about the life of a local soldier killed in the first World War.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Teaching and learning are good throughout the school. The headteacher's excellent teaching of English is a standard which all teachers aspire to. Teachers all have high expectations of their pupils. Lessons are well thought-out and based on teachers' good knowledge of their pupils' prior attainment, which is thoroughly assessed. The standard of marking is good, and excellent in English, where teachers provide very detailed feedback and clear guidance on what pupils need to do to improve. High standards of presentation, accuracy of grammar and spelling are taken into account for every piece of work. Teaching assistants are effectively used to support small, focused groups. Teachers' expertise in science is improving since the appointment of a specialist.

The curriculum is broad and balanced and carefully matched to the age and ability range in every class. The school's excellent partnerships with other schools and organisations enrich the curriculum in sport, art, music and ICT. Older pupils greatly enjoy the

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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residential week in Scarborough. Basic skills of literacy, numeracy and ICT and are developed well throughout the curriculum. The development of writing is excellent. In the Early Years Foundation Stage, there is scope for developing independent play activities further, particularly outdoors.

Excellent care, guidance and support make a strong contribution to pupils' personal development and well-being. There are warm and friendly relationships between pupils and all adults who work in the school. Carefully tailored individual provision for the few pupils with special educational needs and/or disabilities helps them to make good progress. On the rare occasions this is needed, the care given to children and families whose circumstances make them vulnerable is outstanding. Pupils receive exceptionally good guidance when starting school or leaving for secondary education.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher and staff form a cohesive team, dedicated to providing the pupils with the best education possible, given the accommodation and budgetary limits of a small school. The recent appointment of a staff member with responsibility for mathematics, science and ICT has enabled the headteacher to share the monitoring of subjects and this is resulting in a greater focus on improving science in particular.

Very challenging targets are set for all subjects and they are invariably exceeded for English and met for mathematics. The higher achievers in both key stages are set very high targets and invariably meet them. Their needs are also met through provision for gifted and talented pupils at the local secondary school. In planning, teachers make sure that pupils with barriers to learning also have equal opportunities to succeed, often making good use of teaching assistants to provide the right level of support to ensure they make good progress.

The headteacher effectively monitors pupils' learning by teaching alongside class teachers, thus regularly sharing his outstanding practice. The governing body is highly active in holding the school to account and knows the school's strengths and weaknesses well. The Chair of the Governing Body is proactive in extending the school's provision, for example, finding a coach for the highly regarded string ensemble.

Arrangements for safeguarding pupils are good. The school regularly updates its policies and procedures to take account of developing technologies, such as the internet. Parents and children's views are regularly taken into account. All parents who responded

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to the questionnaire agree with their children that they are safe in school. The governing body effectively monitors safeguarding.

The school is a good, cohesive community. All adults and children demonstrate a strong sense of belonging and caring for each other. The school has strong links with the local community where it is very well regarded. Pupils receive wider experience of different cultures through the curriculum, visitors and residential visits. School leaders are actively seeking more ways to provide pupils with first-hand experience of people from other cultures and have established strong links with a community in Nepal.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Most children enter the Reception class with skills and abilities similar to those expected for their age. Consistently good teaching by all adults who work with the children ensures that they make good progress and thoroughly enjoy learning. By the time they enter Year 1, the majority have attained the early learning goals in most areas of learning.

Due to the importance the school places on the development of literacy, children's reading and writing skills improve rapidly through regular focused sessions. They reinforce them through spontaneous activities such as writing name badges for their animal puppets. Children are confident and happy in this secure and welcoming environment. They fully understand the class routines and take very little time to settle attentively on the carpet. Their good social skills enable them to initiate learning activities when playing in small groups together. During the inspection they enjoyed

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making houses for their animal puppets.

The curriculum is planned well to include activities across all the areas of learning. There is a well-equipped learning environment indoors. The lack of a covered area immediately outside the main door prohibits free flow use of the outdoor area, where there is a limited range of free play activities. These are not always linked to specific learning objectives, or related to problem-solving. Good use is made of the interactive whiteboard to introduce stories and reinforce number bonds through a bingo game. Good leadership ensures planning is thorough and assessment is used effectively to match adult-led activities to the range of children's abilities. The safety and care of all children has a very high profile. Good relationships with parents and carers extend children's learning into their homes.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

There was a higher than usual return of completed questionnaires from parents and carers, who expressed very positive views about the school. All who responded wrote that they are happy with their children's experience, feel their children are safe, helped to have a healthy lifestyle and are taught well. Many wrote praising the school for its values and the quality of education. One comment, 'East Haddon is a wonderful school at the heart of our community,' summed up the thoughts of many.

A few individual concerns were expressed, mainly about provision for pupils with special educational needs and/or disabilities, and information about progress. Inspectors found that pupils with special educational needs and/or disabilities are well supported. The school does as much as other schools to inform parents about their children's progress, and teachers are always available to discuss this individually.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at East Haddon Church of England Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 35 completed questionnaires by the end of the on-site inspection. In total, there are 75 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	26	74	8	23	0	0	0	0
The school keeps my child safe	26	74	9	26	0	0	0	0
The school informs me about my child's progress	10	29	22	63	1	3	0	0
My child is making enough progress at this school	21	60	12	34	1	3	1	3
The teaching is good at this school	25	71	10	29	0	0	0	0
The school helps me to support my child's learning	14	40	19	54	1	3	1	3
The school helps my child to have a healthy lifestyle	15	43	20	57	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	16	46	17	49	0	0	0	0
The school meets my child's particular needs	21	60	12	34	1	3	0	0
The school deals effectively with unacceptable behaviour	19	54	14	40	1	3	0	0
The school takes account of my suggestions and concerns	15	43	17	49	2	6	0	0
The school is led and managed effectively	24	69	10	29	0	0	0	0
Overall, I am happy with my child's experience at this school	27	77	8	23	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



21 May 2010

Dear Pupils

Inspection of East Haddon Church of England Primary School, East Haddon, NN6 8DB

Thank you very much for being so helpful to my colleague and me during our visit. We agree that yours is a good school, and here are some of the reasons.

Your headteacher and governing body run the school well. Teaching is good so you enjoy your lessons and work hard. You do well, particularly in reading and writing, which helps you succeed in other subjects and prepares you well for work at secondary school. You behave really well, and come to school wanting to learn, and this helps you make the most of your school days.

All the adults take good care of you and in turn, you take care of those younger than you. You can always talk to someone if you are worried. You learn how to keep yourself safe and have definite opinions about safety on the school site and many other aspects of your education, which you express through the school forum.

You have good links with the local community and church. You seemed particularly to enjoy the uplifting start to the day in assembly and to take the moral themes to heart.

All the adults in your school want it to be even better. To make this happen I have asked them to do the following things.

To help you improve your good achievement in science and mathematics, so that it matches your excellent achievement in English

To make sure that children in Reception get more opportunities to develop their curiosity and problem-solving skills through play, particularly outdoors

You can all help by continuing to work hard. I wish you well in the future.

Yours sincerely

Carol Worthington

Lead inspector

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