

# Yardley Gobion C of E Primary School

## Inspection report

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<b>Unique Reference Number</b>	122007
<b>Local Authority</b>	Northamptonshire
<b>Inspection number</b>	340068
<b>Inspection dates</b>	18–19 November 2009
<b>Reporting inspector</b>	Ian Jones

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	109
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr George Mansfield
<b>Headteacher</b>	Mrs Carolyn Gleeson
<b>Date of previous school inspection</b>	7 May 2007
<b>School address</b>	School Lane Yardley Gobion Towcester
<b>Telephone number</b>	01908 542261
<b>Fax number</b>	01908 542261
<b>Email address</b>	bursar@yardleygobion.northants-ecl.gov.uk

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Royal Exchange Buildings  
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited six lessons, and held meetings with governors, staff and groups of pupils. They observed the school's work and looked at policies and documentation on teaching and learning, the curriculum, procedures for assessing and tracking pupils' progress, the school improvement plan and information about the Early Years Foundation Stage. They analysed 52 parental questionnaires.

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

- the achievement of higher attaining pupils to determine if teaching is sufficiently challenging
- how effectively pupils take on responsibilities and contribute to the school and wider community
- whether pupil tracking allows for timely intervention to support any underachievement
- the effectiveness of leaders and managers in promoting community cohesion.

## Information about the school

This is a small primary school situated in a rural location south east of Towcester. The majority of pupils are White British, and very few pupils speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is above average. These arise mainly from specific learning or language and communication difficulties. Three pupils have a statement of special educational need. The proportion of pupils entitled to free school meals is well below average. The Early Years Foundation Stage comprises a Reception class which is shared with Year 1 pupils. The school has gained a number of nationally accredited awards such as the International School Award (Foundation and Intermediate Levels), the Healthy Schools Award and the Activemark for sport.

**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?**

**3**

**The school's capacity for sustained improvement**

**3**

### Main findings

Yardley Gobion provides a satisfactory education overall and there are some good features. Pupils demonstrate an enthusiasm for all that their teachers and support staff offer. The very large majority of parents and carers who responded to the questionnaire expressed much confidence in the way the school cares for and supports their children. One parent expressed the views of many, saying, 'The school does a wonderful job of nurturing confidence and self-belief: there is a strong sense of belonging for the children.' Teaching is satisfactory. In the best examples, pupils are engaged and eager to participate in learning. In some lessons tasks set do not motivate pupils and planning does not take enough account of progress made previously. The curriculum is successful in encouraging pupils to work together, behave well and try hard, all features that underpin key strengths of the school's pastoral support. Pupils feel extremely safe and secure and have formed trusting relationships with adults and one another. They enjoy school, as reflected in their consistently good attendance. They are eager to accept the range of responsibilities on offer and make a good contribution to the school and wider community.

Achievement is satisfactory. By the time they leave the school at the end of Year 6, pupils' attainment is usually in line with that of most primary schools, and it is occasionally above average. Progress is steadily improving and although satisfactory overall, it is sometimes good. The rate of progress varies between subjects, reflecting inconsistencies in the quality of teaching. National test results show that the most significant fluctuations in recent years have been in mathematics. Whilst teaching in this subject is satisfactory in Years 1 to 6, lessons do not include enough good quality feedback to make pupils aware of how to improve. Progress for more able pupils is satisfactory but there is scope for more to reach the higher National Curriculum levels. Some lessons do not provide enough challenge to move them on quickly enough in their learning.

The pace of learning and the quality of teaching in the Early Years Foundation Stage are good. Regular assessments and stimulating indoor and outdoor experiences for children enable them to make good progress in all areas of learning. In the rest of the school, the teaching is satisfactory overall, although there is good teaching in all key stages. A new tracking system is helping to identify pockets of underachievement and the school is beginning to respond more quickly to provide the necessary support.

The school's capacity for sustained improvement is satisfactory. Whilst school leaders have tackled some of the issues from the last inspection, evaluations of pupils' performance and the quality of teaching are not sharp enough to provide clear priorities for improvement. Although the rate of progress is steadily improving, this has led to an

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uneven pattern of achievement in the recent past. Governors provide satisfactory support and sufficient guidance.

About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before the next section 5 inspection.

**What does the school need to do to improve further?**

- Increase the proportion of good teaching across the school by ensuring that teachers:
  - use teaching methods that provide interest and challenge for pupils of all abilities
  - plan lessons to take account of prior attainment, assessment information and the learning needs of pupils
  - share effective practice to improve the quality of teaching across the school.
- Improve achievement in mathematics throughout the school by:
  - marking work effectively to provide feedback to guide pupils as to how to improve
  - using day-to-day assessment with greater consistency to move pupils on to the next steps.
- Increase the proportion of pupils reaching the higher National Curriculum levels by:
  - having higher expectations of more able pupils
  - providing better matched work to the needs of more able pupils in order to accelerate their progress.

**Outcomes for individuals and groups of pupils****3**

Pupils enjoy their lessons and make satisfactory progress overall to attain broadly average standards by the end of Years 2 and 6. The dip in the Year 6 test results last year in mathematics reflects the limited guidance offered to pupils as to how to improve their work. Pupils with special educational needs and/or disabilities make satisfactory progress and are appropriately supported by teaching assistants who provide the necessary care and encouragement. Teaching is informed satisfactorily by day-to-day assessment but use of this is inconsistent so that work is not always pitched at the right level to challenge pupils in their learning. Progress in writing is improving because the school has successfully focused on providing interesting opportunities to develop pupils' skills across the curriculum. Teachers provide good opportunities in lessons for pupils to share ideas and reflect on their learning. Pupils say that they trust that adults will deal effectively with any rare incidents of misbehaviour. They have a good understanding of how to eat healthily and many participate in the good range of sports and activities provided after school. Pupils know that their ideas and views are respected. School councillors demonstrate maturity, often taking the lead when organising charitable fund raising or when representing the views of others. Pupils thrive on the many

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opportunities they have to contribute to their local and wider community, including for example, through the good links established with other primary and secondary schools. Pupils have a strong sense of their own community, and a good knowledge about ethnic and cultural diversity in British society. Lessons provide opportunities for pupils to learn about other cultures and customs. This is supported by a developing link with a school in an ethnically diverse area. Spiritual, moral, social and cultural development is good, and pupils engage in a range of musical and sporting activities.

The school has been diligent and effective in its efforts to promote good attendance through good links and partnerships with parents, outside agencies and the local community. Pupils are well behaved, polite and courteous. They show initiative and know that the staff will listen and respect their views.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

The quality of teaching is satisfactory. Teachers show good subject knowledge and set high expectations for effort and behaviour. In the good teaching observed, teachers set learning objectives which pupils understand; they are challenged at an appropriate level

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<sup>1</sup> 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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according to their needs; interesting activities are provided and teaching assistants are used well to support learning. Ongoing assessment informs teaching and tasks are sometimes adjusted to correct misunderstandings. In other lessons, these qualities were less secure. Work does not always meet the needs of pupils precisely, especially more able pupils. Some pupils do not have their progress assessed thoroughly so for some the pace of learning is slower. This varies from class to class and does not affect one particular group of pupils across the school. Teachers' marking of writing is good, and provides useful guidance on what pupils should do next to improve their work.

The curriculum provides pupils with a broad range of experiences and helps them to develop personally and socially. Statutory requirements are fully met. There are increasing opportunities for pupils to learn across a range of subjects within a general theme, and the newly revised curriculum is generating much enthusiasm from pupils and teachers alike. There is appropriate provision for pupils with special educational needs and/or disabilities. Pupils benefit from a good range of trips, events and activities arising from the curriculum and varied extra-curricular opportunities, which are well supported. Music is a particular strength of provision, and pupils enjoy the wide range of activities offered. The school acknowledges that the recent improvements to the curriculum have yet to impact fully upon standards or achievement.

Care and support are strong features in the school and this is endorsed by the positive response in most parents' questionnaires. The good aspects of pupils' personal development result from well-organised systems for promoting good behaviour, relationships and respect for each other. There is good intervention and effective work with outside agencies to assist the school in supporting pupils with special educational needs and/or disabilities, including those with specific learning difficulties and with language and communication difficulties. Pupils who join the school in the Early Years Foundation Stage or during the year are well supported and made to feel welcome. The school ensures that pupils' safety and security are a high priority.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The headteacher successfully motivates staff to strive for school improvement, so that expectations of what pupils can achieve are increasing. She has a good understanding of the strengths and areas for development within the school and deploys staff appropriately to make the most of their strengths. She is well supported by the senior

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teacher, who ensures that children get off to a good start in the Early Years Foundation Stage. Because improvements such as to the curriculum and the progress tracking system are recent, it is too soon for their full impact to be felt and for all areas and outcomes of the school's work to be good. There is not enough opportunity for staff to share effective practice and so the quality of teaching varies across the school. Nevertheless, improvements in the teaching of writing demonstrate that the school is ensuring greater equality in opportunity for all pupils. There are several channels of communication that enable parents to be widely consulted on a range of issues. This enhances the school's understanding of individual pupils and contributes effectively to their well-being, as does the school's good links with other schools and the pre-school setting.

Governors have a sound understanding of the challenges faced by the school and where further improvement is required. They regularly visit the school and play a useful role in helping to set priorities for further improvement. Governors and senior staff successfully ensure that safeguarding is effective, because, for example, good arrangements ensure that relevant training is up-to-date and policies are regularly reviewed. Consequently, staff have a high level of awareness regarding pupils' safety. The school works effectively to promote community cohesion through a range of initiatives to engage pupils with others beyond the school and the immediate community.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

**Early Years Foundation Stage**

Children settle quickly when they start school in the welcoming environment of the



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Reception class. There is good care for all children and they learn happily and cooperatively together. Attainment on entry is currently in line with national expectations, however, attainment varies each year due to the small numbers involved. Typically children enter Year 1 with attainment a little above that expected for their age. The differing needs of children are met effectively through good quality teaching, careful attention to identifying each child's specific needs, and detailed recording of the improvements they make. As a result, children make good progress.

A well planned range of activities gives children ample opportunity to explore new situations and investigate their own ideas. These sit comfortably alongside activities designed to develop specific skills which are usually led by an adult. The outdoor area supports learning well, particularly in promoting knowledge and understanding of the world and physical development. Although the current Reception children had only been in school for only a few weeks when the inspection took place, it was clear that they were enjoying the experiences, and most were eager to participate.

The introduction to school, liaison with the pre-school group, meetings with parents and carers and sharing information ensures children feel comfortable and allows good relationships with parents and carers to be established early. Management is effective with good deployment of adults, creative use of resources, and due attention to welfare and safety. The enthusiastic leader has a good understanding of requirements and has worked hard to develop appropriate learning experiences for the children. She has analysed and is clear about further improvements required to enhance the provision.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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**

The very large majority of the 52 questionnaires returned from parents were very positive and parents believe that this is a caring and supportive school. They are especially pleased with the way the school keeps pupils safe. Parents are also pleased with the way the school meets children's needs and the progress their children are making. Several expressed positive comments about the positive and friendly family ethos of the school. Although a minority of parents are concerned about the effectiveness of the school's behaviour management, inspectors saw consistently good behaviour supported by an effective reward system. The school regularly seeks the views of parents and takes them into account when making decisions.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Yardley Gobion C of E 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 inspector received 52 completed questionnaires by the end of the on-site inspection. In total, there are 109 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	20	38	31	60	1	2	0	0
The school keeps my child safe	28	54	22	42	1	2	0	0
The school informs me about my child's progress	14	27	32	62	6	12	0	0
My child is making enough progress at this school	21	40	25	48	5	10	0	0
The teaching is good at this school	17	33	33	63	2	4	0	0
The school helps me to support my child's learning	20	38	27	52	5	10	0	0
The school helps my child to have a healthy lifestyle	14	27	34	65	3	6	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)	13	25	26	50	4	8	1	2
The school meets my child's particular needs	21	40	26	50	4	8	0	0
The school deals effectively with unacceptable behaviour	12	23	23	44	14	27	2	4
The school takes account of my suggestions and concerns	9	17	27	52	13	25	1	2
The school is led and managed effectively	13	25	27	52	6	12	4	8
Overall, I am happy with my child's experience at this school	19	37	29	56	2	4	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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



20 November 2009

Dear Pupils

Inspection of Yardley Gobion C of E Primary School, Towcester, NN12 7UL

Thank you for making me so welcome when I visited your school recently. I certainly

- enjoyed talking with you, and I was impressed by your politeness and courtesy and the way you get on with your teachers and each other. I think yours is a satisfactory school with some good features and I know from talking to you and reading your questionnaires that you enjoy school and being with your friends.

Your headteacher and the staff make sure that you get along well with each other and that you make satisfactory progress. They are good at ensuring that you are well cared for and at helping you feel extremely safe in school. I was pleased to see how well you take pride in your school and look after it. I was also pleased to see how you take responsibility around the school and help others less fortunate than yourselves. I hope that 'Yardley's Got Talent' went well and you had fun raising money for Children In Need.

I have asked the headteacher and other staff to improve your school further by doing the following:

- make sure that teaching and learning is always good across the school
- improve achievement in mathematics by giving you better information so you know what to do next to improve and giving you work which best helps you to learn
- make sure that more of you reach the higher National Curriculum levels by giving you challenging work to help you to progress at a quicker rate.

I hope you will play your part by continuing to work hard and do your best.

I wish you every success in the future.

Yours sincerely

Ian Jones

Lead inspector

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