

# Delapre Primary School

## Inspection report

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<b>Unique Reference Number</b>	122069
<b>Local Authority</b>	Northamptonshire
<b>Inspection number</b>	340085
<b>Inspection dates</b>	18–19 March 2010
<b>Reporting inspector</b>	Mary Davis

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>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	403
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Christine Richardson
<b>Headteacher</b>	Mr Robert Buntine
<b>Date of previous school inspection</b>	14 September 2006
<b>School address</b>	Rothersthorpe Road Far Cotton Northamptonshire
<b>Telephone number</b>	01604 761456
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<b>Email address</b>	head@delapre.northants-ecl.gov.uk

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## Introduction

This inspection was carried out by 5 additional inspectors. Inspectors observed the school's work, and spent around half of their time looking at learning. They observed 15 teachers and 25 lessons, and dropped in briefly on other lessons and activities.

Discussions were held with senior and subject leaders, staff, governors, parents and carers, and pupils. Inspectors looked at documentation including pupils' books, the school development plan, minutes of the governing body meetings, records of assessment and tracking of pupils' progress, plans and monitoring information for the support of vulnerable pupils. They also looked at records of the school's arrangements for the safeguarding and protection of pupils, policies and procedures for promoting equality and countering discrimination, 154 parental questionnaire responses and questionnaire responses from staff and pupils.

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

- the school's current assessment data, to evaluate the attainment, learning and progress of groups of pupils in current classes and in particular the higher attainers
- how well teachers use assessment information to plan lessons to meet pupils' differing needs
- the use of assessment in lessons and how well pupils understand how to improve their work
- the impact of leadership and management at all levels in sustaining and improving the school's performance.

## Information about the school

Delapre was re-designated as a primary school in 2003. The intake into the Reception class that year is the first cohort to reach Year 6 in the current academic year. There has been considerable mobility and only approximately half of the original cohort remains at the school. The school has recently been federated with Queen Eleanor Primary school. The proportion of pupils eligible for free school meals is below the national average, as is the proportion of pupils from minority ethnic groups. A few of these pupils speak English as an additional language. Approximately a quarter of pupils have special educational needs and/or disabilities, which is slightly above the national average. Sun Beams breakfast club and Campers after-school club were inspected separately.

**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**

**3**

## Main findings

'The school is incredible. Supportive, loving, fun, challenging and inspiring'. This comment is typical of those made by parents who express, unanimously, the opinion that they are happy with their child's experience at the school. The school works hard to ensure that parents are fully involved and where necessary, strongly supported by the school, to promote the well-being of their children. There is an outstanding sense of community which encompasses the school and local community, where vulnerable groups are supported, for example by supplying fruit and vegetables grown on the school allotment by pupils, parents and governors to benefit local families.

Safeguarding procedures are exemplary and, as a result, pupils feel safe and well cared for and they say that there are no incidents of bullying. Their behaviour is outstanding so teachers rarely have to make any comment or take any action to control behaviour, as children learn from an early age how to listen and behave in lessons and around the school. Pupils who join the school mid-year with different experiences of school life, quickly settle down to learning and conform to the high expectations of their teachers and other pupils. The school is proud of what they term the 'Delapre Effect' that ensures this quick integration as a result of the good level of care provided. Teachers provide positive role models for the pupils, leading by example in the high level of care they show to their pupils, resulting in children showing this level of care to each other.

The schools' current assessments show that the first Year 6 cohort is reaching age-related expectations and some pupils, particularly in mathematics, are exceeding them. Children make good progress in the Reception class and by the end of Key Stage 1 have attainment that is broadly average. Pupils with special educational needs and/or disabilities make similar progress to their peers as a result of the good support they receive. In most lessons, teaching assistants provide valuable support. Pupils learn well in lessons as a result of their positive attitudes, the good quality of teaching, and lessons that are fun and exciting. However, in some lessons teachers fail to ensure that all pupils are fully involved in their learning or enable them to develop sufficient independence, for example through the use of information and communication technology (ICT).

The curriculum is well balanced and enhanced by a wide variety of enrichment activities, such as a large number of opportunities for physical activity which successfully promote pupils' adoption of healthy lifestyles, including cross-country running and holiday activities that attract large numbers of pupils who also encourage those from other schools to join in. Many activities focus on life in other countries enhancing pupils' global awareness and understanding of other faiths and cultures. The learning and families mentor is a vital element of the schools' care, guidance and support provision, and has

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been particularly effective in reducing the number of persistent absentees so that overall attendance is improving and is now above average.

The leadership is passionate about providing good care for pupils and ensuring their personal development. However there has been an imprecise focus to school improvement planning, resulting in a lack of clarity as to the main priorities for raising achievement. The headteacher works hard to enable teachers to concentrate on their pupils without being encumbered by administrative tasks. He regularly visits lessons but there has been a lack of formal evaluation of teaching and identification and sharing of good practice across the school, to enable teachers to improve their skills, for example, in developing effective questioning techniques.

Although the progress of pupils is regularly tracked, this information is not providing a sufficiently accurate picture in all subjects. This inhibits the leadership's ability to analyse the progress of all groups of pupils and to share this information sufficiently with all stakeholders. The headteacher is beginning to delegate responsibility to his strong leadership team who are opening clear channels of communication to enable the development and sharing of good practice across the school. Despite the outstanding outcomes for pupils, the leadership of teaching and learning and effectiveness of leadership and management to drive ambition in raising achievement is only satisfactory and therefore the school has a satisfactory capacity to improve.

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

- Raise attainment and accelerate rates of pupils' progress by:
  - focusing the school improvement plan on achievement of pupils, identifying priorities that can be actioned, monitored and evaluated, and appropriately funded, and ensuring that all stakeholders focus on these priorities
  - improving the leadership and management of teaching and learning by ensuring that teachers are equipped with the specific tools to develop their expertise and have a clear understanding of what they need to do to improve
  - improving systems for analysing assessment data and tracking the progress of all groups of pupils towards their targets.
- Provide more opportunities for pupils to develop independent learning skills through the use of ICT across the curriculum.

## Outcomes for individuals and groups of pupils

1

On joining the school in the Early Years Foundation Stage, children's communication, language and literacy skills are, for many, below those expected for their age. As a result of the care and planning to meet individual needs, pupils make good progress and by the end of Reception they are average. By the end of Key Stage 1 in 2009 pupils reached age-related expectations in writing and mathematics and exceeded them in reading, although few attained the highest level. The school's assessment information indicates that these results will be exceeded by the current cohort. The school's

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assessment information provides a conflicting picture of the attainment and progress of pupils reaching the end of Key Stage 2 for the first time. Inspection evidence endorses teachers' assessments, that the large majority of pupils are already meeting the challenging targets set for them, with many exceeding them at higher levels in writing. Pupils have a very good understanding of the impact of good behaviour on their learning and that of others. They are always courteous and respectful towards adults and each other. They are enthusiastic about taking part in physical activities and all age ranges attend after school clubs, including Reception children flocking to the dance club. Pupils show enormous pride in their school and community. Older pupils support younger ones and are able to share their views through the school council. Their satisfactory key skills and confident relationships with each other and adults prepare them well for their future economic well-being. Pupils are beginning to respond to philosophical issues with some profound questions, showing they are thinking deeply. Working in a soup kitchen has also enabled them to gain a perspective about the lives of others. They have a clear understanding of right and wrong and talk sensibly about how to resolve conflicts and 'stay friends'. They are very clear that 'differences make no difference,' and act as such.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
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
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</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>

<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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## How effective is the provision?

Good relationships based on mutual respect and care result in the very positive attitudes to learning in the classroom. In the best lessons pupils work at a fast pace and build on their knowledge and understanding throughout the lesson. Lesson activities are relevant and exciting. Teachers model and explain tasks well so that pupils can access tasks quickly. Good use is made of teaching assistants to support slower learners. Teachers plan well to meet the needs of different groups of learners in their classes and provide an appropriate level of challenge. In some lessons teachers talk too much resulting in pupils becoming passive. Sometimes teachers fail to involve all groups of pupils in questioning and to provide opportunities to ensure that every pupil is engaged in learning. Marking of books is generally very effective. Pupils know their targets and are clear about what they have to do to reach them. In some lessons though, pupils do not have a clear enough understanding of the success criteria in meeting the learning objectives for the lesson, so that they cannot independently assess their progress or that of others.

The school offers a broad curriculum enhanced by a wide range of enrichment activities that provide inspiration for writing and stimulation for developing numeracy. There is a substantial and effective provision in French across the main school and wide ranging opportunities for trips and visitors to the school. A large number of pupils learn a musical instrument and play in the school orchestra. Opportunities are frequently offered to learn about other cultures, for example by cooking food from other countries. A programme has recently been introduced to promote pupils' emotional literacy and is impacting on their well-being. A structured reading scheme has had a dramatic impact on improving standards of attainment in Key Stage 1. Support programmes, including many opportunities for one-to-one support for pupils with special educational needs and/or disabilities have ensured that these pupils progress well.

Vulnerable pupils and their families receive outstanding care, with the school doing their utmost to ensure that the children in their care are safe and well supported, enabling their personal development and access to learning. Excellent partnerships with outside agencies and the school's insistence that all those in need should receive whatever support they need, has resulted in a high level of care for the most vulnerable and has enabled a climate of trust to be built between the school and their families. Preliminary arrangements are in place to support vulnerable pupils when they transfer to secondary school for the first time, although the school has yet to develop procedures to support the majority of Year 6 pupils. The impact of support for pupils who speak English as an additional language is not currently evaluated or their progress formally monitored as a discrete group.

*These are the grades for the quality of provision*

<p><b>The quality of teaching</b></p>	<p><b>2</b></p>
<p>Taking into account: The use of assessment to support learning</p>	<p>2</p>

<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<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 has high expectations of his staff and a clear view about where the school is going. He is beginning to enable his leadership team to have more responsibility in the running of the school to provide effective, collaborative teamwork in striving for the same purpose. The governing body provide clear support for the school and engage positively with parents to promote its caring ethos. However they are not clear enough about pupils' attainment and progress to enable them to challenge the leadership effectively. A range of family learning activities support the excellent partnerships with parents, for example parenting classes, cookery classes and other community activities are fully subscribed as a result of confidence in the school. The school engenders a strong sense of community that draws together all elements of the local area and is now working to further develop the global dimension by forging stronger links with other countries.

A wide range of partnerships with outside agencies includes child play therapists who work with a substantial number of children to promote confidence and self-esteem. Safeguarding arrangements are thorough, staff appropriately trained and the school goes the 'extra mile' in ensuring its pupils are safe, for example by funding extra social support for some vulnerable pupils and their families. Partnership with the federated school is also enabling good practice in teaching to be shared for the benefit of both establishments. The school works hard to ensure that all are treated equally and that all groups of pupils are enabled to achieve. Provision for the small numbers of pupils who speak English as an additional language has yet to be formalised and the progress of this group and those with special educational needs and/or disabilities analysed by the leadership, to enable effective evaluation of the school's provision for these groups of pupils.

*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>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>



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<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>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children enjoy coming to school and feel very safe and secure. They are learning how to act safely and how to keep others safe. Children are happy to talk to adults and visitors about their work and work very well in groups and individually. Most children are making good progress towards achieving their goals in most areas and are developing the social skills such as good listening that will prepare them adequately for the next key stage. The well-led staff work effectively as a team. They know the pupils well and plan activities according to their individual needs and successfully promote positive attitudes to learning. The leadership is committed to enabling pupils to make good progress in learning and development. Activities are well-organised and founded on accurate and appropriate assessment. Safeguarding procedures are particularly strong as are partnerships with parents and carers.

*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 overwhelming response of parents and carers who completed questionnaires was positive with 100% saying that their children enjoy school, and the comments that they made endorse this strongly. One parent commented that healthy lifestyle should be supported by providing water dispensers; however, inspectors noted that water was freely available in each classroom. One parent expressed concern about bullying but inspectors found that children feel safe and that any disagreements are quickly resolved.

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

Ofsted invited all the registered parents and carers of pupils registered at Delapre 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 154 completed questionnaires by the end of the on-site inspection. In total, there are 403 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	122	75	40	25	0	0	0	0
The school keeps my child safe	122	75	40	25	0	0	0	0
The school informs me about my child's progress	97	60	60	37	3	2	0	0
My child is making enough progress at this school	114	70	46	28	2	1	0	0
The teaching is good at this school	120	74	40	25	2	1	0	0
The school helps me to support my child's learning	107	66	48	30	5	3	0	0
The school helps my child to have a healthy lifestyle	90	56	61	38	9	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)	88	54	63	39	2	1	0	0
The school meets my child's particular needs	101	62	54	33	4	2	0	0
The school deals effectively with unacceptable behaviour	110	73	33	22	4	3	0	0
The school takes account of my suggestions and concerns	84	52	65	40	3	2	0	0
The school is led and managed effectively	132	81	29	18	0	0	0	0
Overall, I am happy with my child's experience at this school	128	80	33	20	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 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 pupil's 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.**



22 March 2010

Dear Pupils

Inspection of Delapre Primary School, Far Cotton, NN4 8JA

Many thanks for the welcome you gave to me and my colleagues when we visited the school for its recent inspection. We much enjoyed talking with you and seeing all that you do. We particularly enjoyed talking to the school council and hearing the orchestra rehearse.

Our inspection report has judged that the school gives you a good quality of education. You make good progress and reach the same standards as those reached by pupils in most schools. We were extremely impressed by your excellent behaviour and the care you show for each other. You concentrate well and enjoy your lessons and all the activities that are provided for you. Your teachers provide lessons that are fun and care for you well so that you feel safe. We think though, that sometimes you are not provided with sufficient opportunity to enable you to develop as independent learners. You make an excellent contribution to your school and local community and show a good deal of understanding and respect for the beliefs and cultures of others, in your own community and in the wider world.

The leaders of the school work hard to make sure you continue to be safe and cared for and that you develop well as young people. We have asked the school to do the following to improve further:

- be more clear about ways in which the school can continue to promote good progress
- enable all teachers to continue to develop skills to ensure you learn well
- to track your progress carefully to make sure you are reaching your targets
- provide you with more opportunities to use ICT in your lessons.

You can help in all of this by continuing to work hard. I wish you every success for the future.

Yours sincerely

Mary Davis

Lead inspector

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