

# Boddington Church of England Voluntary School

## Inspection report

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<b>Unique reference number</b>	121960
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	380366
<b>Inspection dates</b>	6–7 March 2012
<b>Lead inspector</b>	Michael Bartleman

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>	66
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Gill Nunn
<b>Headteacher</b>	Suzanne Lawrence
<b>Date of previous school inspection</b>	23 May 2007
<b>School address</b>	Church Road Upper Boddington Daventry NN11 6DL
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## Introduction

Inspection team

Michael Bartleman

Additional inspector

This inspection was carried out with two days' notice. The inspector observed teaching and learning in ten lessons for a total of six hours, observing four different teachers. He held meetings with members of the governing body, staff and groups of pupils. The inspector took account of the responses to the online questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at a wide range of documentation, including school data on pupils' attainment and progress, procedures for keeping pupils safe and the school's own evaluation. He analysed questionnaires from 32 parents and carers, as well as those completed by a sample of staff and pupils.

## Information about the school

This is a smaller than average-size primary school. Most pupils are from White British heritage. The number of pupils from minority ethnic groups is lower than the national average as is the proportion of pupils who speak English as an additional language. The proportion of pupils known to be eligible for free school meals is below average. The proportion of disabled pupils and those who have special educational needs is below average. The Early Years Foundation Stage consists of one Reception class, together with Year 1 pupils; other pupils are taught in two mixed-aged classes. The school meets the government's current floor standard. The executive headteacher, who is also headteacher at Culworth Primary School, was appointed in September 2011. The governing body of both schools reformed into one federated governing body in January 2012.

**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

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- This is a good school which has consolidated the strengths evident in the previous inspection. The recent fluctuations in progress and inconsistencies in teaching and use of assessment are the reasons why the school is not better than good. Pupils, staff, parents and carers are extremely positive about all aspects of the school's work.
- In 2011 attainment fell in Year 6, following a period of consistently above-average results in national tests. On her appointment, the executive headteacher saw where the problems were. Working creatively with staff and a shrewd governing body, she has successfully led a very rapid recovery, while sustaining the school's friendly atmosphere. The vast majority of pupils currently in school are making good progress and their achievement is good. The effectiveness of the Early Years Foundation Stage is good, although assessment is not fully utilised to give an accurate attainment on entry.
- Pupils' behaviour is good; they are considerate of one another so that they are happy and feel very safe. They have positive attitudes to learning and thrive personally and academically. Their enjoyment of school and the interesting curriculum are reflected in their above-average attendance.
- Teaching is good. Lessons are well organised with many hands-on, practical activities. Occasionally, teachers talk for too long so that pupils do not have sufficient time to complete their work, or do not plan work that is sufficiently challenging. Opportunities for pupils to respond to teachers' comments to improve their work are inconsistent across the school.
- The headteacher and the governing body closely monitor the work of the school and make good use of data to plan its strategic development, although subject coordinators are not so fully involved in this. They have used the new assessment systems and support effectively to improve the quality of learning and performance of teachers and to target further improvements.

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

- By February 2013, achieve greater consistency in the quality of teaching by:
  - matching activities precisely to pupils' ability levels, so they are challenging and the next steps in learning always build on what pupils already know and can do
  - ensuring marking pinpoints pupils' mistakes and guides them towards improvement
  - ensuring a balance between adults' talk and pupils' activities which maximises opportunities for learning and develops independent skills
  - ensuring staff take every opportunity to model writing well.
- Improve provision in the Early Years Foundation Stage by:
  - securing baseline line assessments on entry with a range of evidence across all areas of learning
  - using assessment information more consistently to plan the next steps in children's learning
  - extending opportunities for children to learn independently.
- Enable all subject coordinators to use their skills to track, monitor and analyse pupils' progress and provision across the school.

## Main report

### Achievement of pupils

Children start in Reception with skills that are generally around those expected for their age, although they are lower in linking letters to sounds and in writing. Good induction procedures help the children to settle quickly and get a confident start to their school life. Children play together and behave well. Most make good progress and typically enter Year 1 having exceeded the levels expected for their age in all areas of learning. Attainment at Year 2 is consistently above average. Although attainment at Year 6 fell in 2011 the progress of pupils currently in school is good and their attainment is above average. The current Year 6 pupils are on track to achieve above-average levels in English and mathematics.

Parents and carers strongly agree that their children are achieving well. The school's data show that progress has improved and is now securely good for most pupils in areas that were relatively less strong, such as mathematics in Key Stage 2 and writing in Key Stage 1. This is due to changes to the curriculum, the effective identification of underachievement and efficient use of teaching assistants. Excellent progress was seen with a group of Year 4, 5 and 6 pupils who responded to the teacher's good introduction by writing emotive poems about rainbows using alliteration, similes and figurative language. Reception children acted out their

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recently heard story 'The Rainbow Fish', which developed speaking and listening extremely well, prompted by the skilled teaching assistant. Year 1 pupils continued to use this story in letter-writing activities. This linking of a story to pupils' work gives good coherence to the curriculum and motivates pupils well. Disabled pupils and those who have special educational needs make good progress. A strong emphasis on literature and the effective teaching of phonics (linking sounds and letters) ensure that pupils' attainment in reading at Year 2 and at the end of Year 6 is above average and that their attitudes towards books are highly positive.

### Quality of teaching

The quality of teaching is good overall with some that is outstanding. Almost all parents and carers who responded to the questionnaire said that they felt their children were well taught although a few felt that their children were not always sufficiently challenged in the mixed-aged classes. Inspection findings support these views. Teachers' subject knowledge is good although they do not regularly model writing. The pace of learning is mostly good with teachers using questioning effectively to assess pupils' understanding. This was seen in a Year 2 and 3 mathematics lesson where pupils were able clearly and accurately to explain column addition and how to use a number line to solve problems. The questioning by the classteacher extended pupils' learning and reinforced strategies well. However, these good qualities are not yet consistent across the school. Where teaching is less strong, introductions are too long and tasks are not precisely matched to pupils' needs.

Teaching assistants are increasingly well trained and make a significant contribution to teaching and learning, especially for disabled pupils and those with special educational needs. The learning environment in classrooms effectively supports pupils' personal development and celebrates their achievements. Teachers assess pupils' work regularly although there are inconsistencies in how feedback and advice are given to improve work. Pupils at Key Stage 2 are aware of their targets, the level at which they are working and the next steps in their learning. Although there are some good examples of pupils taking responsibility for their own learning, the school, rightly, recognises the need to develop this further.

In the Early Years Foundation Stage, there is a good range of activities, both indoors and outside, although there is not always a balance between adult-led activities and those that children choose for themselves. There are many interesting topic activities to develop reading, writing and information and communication technology (ICT) skills across the curriculum. Pupils eagerly told the inspector about their Olympic project with the local partnership of schools, which resulted in two pupils taking their Olympic torch to a local school. Effective weaving together of reading, writing, ICT and performance was seen in a Year 4, 5 and 6 lesson on Wordsworth's, 'Daffodils'. The pupils made good progress as they co-operated to write their own versions and then performed their poems on the school field, overlooking the misty countryside which greatly enhanced the effect. Pupils believe they are well taught and enjoy school immensely. Well-planned enrichment activities, including visits to museums,

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visits from theatre groups and artists in residence, links with other schools and a large number of clubs including 'Relax Kids' and cooking, have a good impact on pupils' spiritual, moral, social and cultural development.

## **Behaviour and safety of pupils**

Pupils behave well in lessons and most show good levels of engagement in their learning. The conduct of older pupils is often outstanding. A few parents and carers raised concerns about the way in which the school deals with bullying. Pupils say, 'bullying does not happen here'. They have every confidence that were it to occur it would be dealt with quickly. Pupils are aware of what constitutes bullying and of its varied forms and are vigilant in looking after each other. The parental survey and discussions with pupils revealed that good behaviour is the norm and that pupils feel extremely safe. Staff are aware of the need to work hard to engage the few pupils who lack confidence and self-motivation so that they can continue to make good progress. Staff use praise judiciously to encourage good behaviour to which pupils respond well. Such positive attitudes are having a strong impact on improving achievement and are reflected in attendance, which is consistently above average for all groups of pupils.

Throughout the inspection there were many examples of the pupils being very considerate towards others. Older pupils look after the younger ones very well, for example sitting with them and helping at dinner time. They describe their school as 'friendly and welcoming' and one that gives them a 'new challenge every day'. The school is a wholly inclusive and harmonious community where, as one parent put it, 'every child is nurtured and feels valued'.

## **Leadership and management**

The headteacher has worked effectively with staff and the governing body to ensure that this successful school continues to improve and to accelerate the progress for all pupils, especially in writing and mathematics. Effective strategic planning has ensured that the school continues to meet the needs of all pupils, whilst offering subject coordinators professional development opportunities. Assessment systems are fully in place at Key Stages 1 and 2 and they are having considerable impact on improving progress for most learners because any underachievement is identified and addressed quickly. Assessment is not used as effectively in the Early Years Foundation Stage. A clear vision for the future of this federated school has been agreed, which is utilising the strengths of both schools. This vision, combined with the good progress to date in improving teaching and achievement, and further well-targeted action plans, demonstrates a clear capacity to improve.

The school promotes equality of opportunity and tackles discrimination well. All the requirements for safeguarding pupils are met and pupils have a very good understanding of e-safety. The school effectively engages with parents and carers who, as a result, feel that they are key partners in their children's learning. The

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provision for disabled pupils and those who have special educational needs is well managed by the special educational needs coordinator. It is effective, particularly in the high quality links with external agencies. The curriculum is good and is well matched to the needs of learners, as well as their interests. The school makes good use of its grounds and the facilities within the village and the local area to support the creative curriculum. Pupils say they appreciate the use of the prayer garden for their own reflection. Staff members recognise and value the efforts that are being made continually to improve opportunities for pupils. As one teacher said, the leadership is 'firmly based in moving the school forward – we are a team' which is a credit to the executive headteacher and the newly formed governing body. The promotion of pupils' spiritual, moral and cultural development is a key feature of school life; as a result, pupils develop strong moral and social awareness and an appreciation of the views and beliefs of others. These features help to create a cohesive school community and prepare pupils well for life in modern Britain.



## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



8 March 2012

Dear Pupils

**Inspection of Boddington Church of England Voluntary School, Daventry, NN11 6DL**

Thank you for making me so welcome when I inspected your school. I enjoyed meeting you, reading your questionnaires and hearing what you had to say about your school. I was pleased to hear about how you enjoy everything the school has to offer you. I was really impressed with how polite and friendly you are. The positive attitudes that you show towards your work is one of the main reasons why you are all doing so well, including those of you who find work difficult.

You go to a good school. There are many good things about your school, such as the welcoming atmosphere, your enjoyment of reading and the above-average standards you reach by Year 6. Your attendance is also above average – well done!

Your teachers look after you well and try to make your lessons fun, although occasionally some activities are not challenging or exciting enough, especially in writing. You told me that you look forward to coming to school because you like your teachers, the after-school clubs and visits. Your parents and carers like the school too.

To make sure that all of you make even better progress we have asked your headteacher and other school leaders to:

- ensure all your lessons are good or better by giving you activities in lessons that are well matched to your needs and that challenge and interest you
- make changes to how the adults plan for children's learning in the Reception class
- ensure all subject leaders are fully involved in monitoring and tracking your progress.

You can help by continuing to behave well and trying hard in your lessons.

Yours sincerely

Michael Bartleman  
Lead inspector

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