

Boddington Church of England Voluntary School

Inspection report

Unique Reference Number	121960
Local Authority	Northamptonshire
Inspection number	292277
Inspection date	23 May 2007
Reporting inspector	Paul Edwards

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 on roll	75
School	
Appropriate authority	The governing body
Chair	Caroline Sheers
Headteacher	Ginny Blacker
Date of previous school inspection	19 February 2002
School address	Church Road Upper Boddington Daventry NN11 6DL
Telephone number	01327 260120
Fax number	01327263078

Age group	4–11
Inspection date	23 May 2007
Inspection number	292277

© Crown copyright 2007

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

Boddington is a small village primary school situated a short distance from Daventry. Almost all pupils are of White British heritage and a very small number are learning English as an additional language. The percentage of pupils with learning difficulties and disabilities is slightly below the national average. No pupils are identified as being eligible for free school meals.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Boddington is a good school with outstanding features. Parents are overwhelmingly pleased with the way the school works with them to ensure their children are well looked after. One parent rightly commented, 'Parents and teachers are as one at this school, each with the same objective, the best welfare for the children.'

Children are given a good start in the Reception class, where they are provided with a good range of interesting activities that focuses effectively on raising their literacy and numeracy skills. Pupils' achievement is good throughout the school and by the end of Year 6, pupils attain standards that are well above average, although the school recognises that pupils should do even better in their writing. Pupils with learning difficulties progress at the same rate as their classmates because their needs are identified early and they are provided with a good level of well targeted support. The pupils do well because the teaching is consistently good. Teachers have good subject knowledge and take advantage of interactive whiteboards to make lessons interesting and stimulating. Pupils' writing is improving because the teachers are making more effective use of assessment information to set challenging work but this is not always done systematically and consistently.

Pupils' personal and social development and well-being are outstanding. The foundation is laid in the Reception class although here there are too few opportunities for the children to develop independent skills as activities are sometimes too directed by the staff. Behaviour throughout the school is excellent both in and out of lessons and pupils thoroughly enjoy all aspects of school. Members of the school council are proud of the changes they have implemented, for example changes to the reward system and an improved range of play equipment. The pupils are very keen to follow a healthy lifestyle and make good use of the outside play equipment. They speak enthusiastically about the wide range of sporting clubs and activities in which they participate. The pupils' excellent attendance and their enjoyment of activities are a result of the good curriculum and the very wide range of interesting and stimulating clubs, visits and visitors.

Care, guidance and support are good and help pupils to learn in a safe and supportive environment. The school recognises that, although it carries out checks to determine the suitability of staff, its recording of such information does not currently meet statutory requirements.

Leadership and management are good. The headteacher knows the school well and, together with staff and governors, has been successful in sustaining a happy learning environment. There is no complacency and there is a very clear focus on raising standards further. The headteacher leads by example and her strategy of teaching alongside all members of staff enables her to identify good practice and to determine how to improve the quality of lessons further. All staff are responsive, keen to embrace new technology, such as interactive whiteboards, and are keen to develop their skills further. The school has a good capacity to improve further.

What the school should do to improve further

- Raise standards further in writing by ensuring all teachers make consistent use of the good assessment information to challenge all groups of pupils.
- Increase opportunities for children to develop their independence in the Reception class through the provision of carefully structured activities.

Achievement and standards

Grade: 2

Pupils of all abilities achieve well throughout the school and standards are significantly above average by the end of Year 6. When children enter the Reception class they have skills that are broadly average. They make good progress and on entry to Year 1, most attain the goals expected for their age. In 2006, Year 2 pupils achieved above average standards in national assessments: a consistent achievement over the last four years. Progress is good and consistent throughout the rest of the school, so that by the end of Year 6 their English, mathematical and science skills are much better than expected for their age. This picture has also been consistent over the last four years. Writing skills are not as strong as reading skills. The school is taking steps to improve writing and this is beginning to have a beneficial effect. Pupils are becoming more confident and writing in a good range of styles and for a variety of purposes.

Personal development and well-being

Grade: 1

Pupils thoroughly enjoy coming to school. They cannot think of anything they dislike about the school and feel strongly that 'teachers make learning fun.' The spiritual, moral, social and cultural development of the pupils is good. Older pupils have a mature sense of responsibility and accept as a matter of course that they should look after the younger pupils. They are alert to the importance of ensuring pupils new to the school are befriended, a fact that was confirmed by a parent whose child had recently been enrolled. The pupils take the lead in raising funds for the many charitable organisations with which they are involved.

Opportunities for pupils to develop their independence are promoted well amongst older pupils, through, for example, the school council and opportunities to undertake their own investigations in science. However, there are too few opportunities for children in the Reception class to make choices and use their initiatives about activities. The pupils' awareness of cultures beyond their small rural community is developed very well through a carefully planned curriculum, including links with other schools and visits. The pupils are fully involved in the life of their own community, participating in church events, village fetes and activities such as Morris dancing.

Pupils talk very knowledgeably about the importance of adopting a healthy and safe lifestyle and many pupils put their knowledge into practice. They thoroughly enjoy the wide range of physical activities on offer and appreciate the opportunity to choose the fruit and vegetables provided by the school. The pupils' good literacy, numeracy and science skills, together with their strong computer skills, prepare them very well for the next stage of education.

Quality of provision

Teaching and learning

Grade: 2

Teachers have good subject knowledge and plan lessons well, ensuring they maintain the pupils' interest through providing interesting and stimulating activities. Teachers mark pupils' work regularly and in literacy make good use of comments to help pupils improve. This good practice is not always evident in other subjects. In the Reception class, most lessons are planned more closely to the needs of the older Year 1 pupils who share the class and there is a need to ensure younger children are more active learners and enjoy the experience of their own investigations.

Pupils achieve well because the teachers expect a lot from them and they create an atmosphere where pupils are prepared to have a go without fear of failure. Teachers assess the pupils' work accurately and generally make effective use of the information when planning lessons. However, an even sharper analysis and planning are needed to ensure pupils are consistently challenged to do their best in writing. In a very small number of lessons, writing activities are a little too easy and do not extend learning as much as they could. Learning support assistants provide effective support for pupils with learning difficulties and disabilities, ensuring most achieve their potential.

Curriculum and other activities

Grade: 2

Good attention is devoted to developing the pupils' literacy and numeracy skills. Strong links with the secondary school are helping to enrich the English curriculum through 'excite to write' and 'excel to tell' projects which are motivating the pupils very well. The school provides pupils with a good range of rich and varied activities. Science days, design and technology challenges and visits to art galleries add considerably to the pupils' enjoyment.

The pupils' well-being is promoted very effectively through a wide range of sports clubs and a well planned personal, social and health programme. Good use is made of computers to enhance learning in all areas of the curriculum. The use of literacy to promote learning in other subjects is developing but there is scope to increase the opportunities to write across the curriculum. Children in the Reception class are provided with a good range of activities but the lack of an outside covered area restricts opportunities for physical play during inclement weather.

Care, guidance and support

Grade: 2

The school has good arrangements to assess how well pupils are doing and the introduction in literacy of individual targets for pupils is having a good impact on their learning. Pupils are provided with good support and guidance to enable them to achieve their goals. Assessment information is beginning to be used very effectively and the school has identified how improvements in writing are beginning to raise standards further. Assessment information is shared well with pupils and they know how well they are doing.

Resources, particularly learning support assistants, are used very effectively, together with intervention strategies, to maximise the pupils' progress. Pupils are well cared for and they know who to turn to should they have a problem. Child protection procedures and risk assessments are robust and ensure that the environment is very safe. However, important information is omitted from the school's single central register of staff. The school is aware of this and is updating it so that it complies with current statutory requirements.

Leadership and management

Grade: 2

The headteacher provides strong, dynamic leadership and is well supported by senior staff. The drive for improvement is managed sensitively by the headteacher. She leads by example, her good teaching skills evident throughout the school. Self-evaluation is systematic and carried out very thoroughly, identifying what needs to be done and what is most urgent. The monitoring

and tracking of pupils' progress are thorough and systematic. Subject coordinators are becoming more involved in leading and managing their subjects although their roles are still developing.

The views of parents and pupils are canvassed and, where appropriate, acted upon. Parents feel welcome in school and this has helped to form the strong links that exist between them and staff. The governors are knowledgeable, have a good awareness of what is happening in school and are at one with the staff in demanding the best for the pupils.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	-----------------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	1
The attendance of learners	1
How well learners enjoy their education	1
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	No
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

23 May 2007

Dear Pupils

Inspection of Boddington C of E Primary School, Upper Boddington, NN11 6DL

Thank you very much for the warm welcome you gave us when we visited your school recently. Boddington is providing you with a good education.

These are some of the highlights of your school:

- From the time that you start school, you make good progress and reach standards that are much better than in other schools.
- Those of you who need extra help and guidance are provided with good support.
- You behave exceptionally well, try to do your best and thoroughly enjoy your work because you are given lots of interesting things to do.
- Your learning is good because you are taught well. You get on very well with your teachers and other children.
- You know the importance of following a healthy lifestyle, take part in many sporting activities and try to eat healthily.
- Adults look after you well and keep you safe.
- Those in charge of the school ensure it runs smoothly and everyone works hard to help you learn as well as you can.

These are the things we have asked the school to do now:

- Improve how well you do in your writing.
- Give the youngest children more opportunities to choose work and to learn from their own investigations.

I hope you continue to work hard and enjoy your time at school.

Yours faithfully

Mr Paul Edwards Lead Inspector