



Gayton Church of England Primary School

Inspection Report

Unique Reference Number 121971
Local Authority Northamptonshire
Inspection number 292280
Inspection date 17 January 2007
Reporting inspector Helen Barter

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

Type of school	Primary	School address	Bugbrooke Road
School category	Voluntary controlled		Gayton
Age range of pupils	4-11		Northampton NN7 3EU
Gender of pupils	Mixed	Telephone number	01604 858749
Number on roll (school)	59	Fax number	01604 859693
Appropriate authority	The governing body	Chair	Joy Ayre
		Headteacher	June Wyhiwskyj
Date of previous school inspection	1 November 2001		

Age group 4-11	Inspection date 17 January 2007	Inspection number 292280
--------------------------	---	------------------------------------

© 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 two Additional Inspectors.

Description of the school

Pupils attend this two-class school from Gayton village and the surrounding area. Most pupils are White British, although there is a very small number from other ethnic backgrounds. About one third of the pupils are identified as having learning difficulties or disabilities. The proportion of pupils entitled to claim a free school meal is lower than average but increasing. Children's attainment on entry to Reception is broadly average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This is an outstanding school which gives its pupils a very high quality all-round education. When one walks through the door at Gayton Primary and sees the pupils and staff at work, it is easy to understand why parents describe the school as 'wonderful' and providing 'the best education possible.' The school has gone from strength to strength since its last inspection, not least in acquiring a superb new building which provides pupils and staff with a high quality, modern place to learn and work together. At the heart of the school's success are the first-class leadership and management of the headteacher, staff and governors. They meticulously analyse the school's performance and constantly strive to find ways to improve it further. The school is modest about its achievements because it believes that it can always do better. All areas of learning are considered to be equally important and pupils' progress in all aspects of their academic and personal development is carefully checked to make sure that no child misses out. Every single adult is committed to ensuring that all pupils do as well as they possibly can. One parent summed this up by saying, 'The school brings out the best in all its children. Well done to everyone!' Pupils' academic achievement from the time that they start school to when they leave is outstanding. Reception-age children settle very well into the mixed-age class. The outstanding Foundation Stage provision enables children to make excellent progress so that all meet the goals expected of them, and many exceed them. Pupils in Years 1 to 6 build on this strong start and reach standards which are exceptionally high by the end of Year 6. Apart from a dip in 2005 relating to the ability of pupils in that particular year group, these very high standards have been maintained since the last inspection. A key factor in pupils' excellent all-round development is the outstanding quality of teaching and the curriculum which engage pupils' interest in everything they do. Pupils really want to learn and relish the challenges given to them to do as well as they possibly can. They arrive each morning ready and willing for the new day. Their behaviour is exemplary and they have excellent relationships with adults and with one another. Pupils' outstanding personal development is testimony to the first-rate care and guidance they are given, both personally and academically. The caring, Christian ethos pervades all aspects of the school's work. Pupils are thoughtful, helpful young people who are exceptionally well prepared for life ahead. The school has begun to explore ways of helping pupils to gain even broader experiences of the wider world beyond the rural, small-school environment but these good initiatives have not yet had full effect.

What the school should do to improve further

- Build on the good start already made to help pupils gain a greater understanding of other peoples' lives and cultures.

Achievement and standards

Grade: 1

Reception-age children make an excellent start to school because activities are very carefully planned for their needs in the mixed-age class. Children make very good progress in all areas of learning and become interested and confident learners. Their personal and social skills are extremely good because they play and learn together as a group and with older pupils. From their starting points to when they leave the school, pupils' achievement is outstanding. The school adds excellent value to pupils' performance and they meet the challenging targets which are set for them each year. Standards in English, mathematics and science have been exceptionally high at the end of Year 6 since 2001. A dip in 2005 reflected the ability of the pupils in that cohort, although the school's tracking systems show that those pupils, some of whom had learning difficulties or joined the school after Year 2, made very good progress from their starting points, particularly in their literacy skills. Throughout the school, pupils with learning difficulties and disabilities make exceptional progress because of the very high quality support and careful guidance they receive. More-capable pupils also make excellent progress because work is individually planned to challenge and interest them.

Personal development and well-being

Grade: 1

Parents say that they are proud of the, 'Rounded, confident children that emerge from Year 6.' Pupils grow into responsible young people who possess an excellent range of skills to ensure their future well-being. Their behaviour is exemplary and they thoroughly enjoy their education. Pupils say they particularly like 'the people – all the people.' Their attendance is good and they appreciate everything that is on offer to them. Pupils' spiritual, moral and social development is outstanding. Pupils clearly know how to conduct themselves and how to consider the needs of others. The 'Big Buddies' are highly effective in caring for those younger than themselves. Through activities in art, music and religious education, pupils develop good cultural awareness. The school recognises the need for them to improve their knowledge of peoples' lives and cultures in the wider world. Pupils make a significant contribution to the school and local community. The school council makes reasoned decisions about how to improve the school, such as why children need to have a short break in the afternoon to improve their well-being and refresh them to learn. Pupils have a very well-developed awareness of the importance of staying healthy and of keeping themselves and others safe through, for example, cycling proficiency and first-aid training.

Quality of provision

Teaching and learning

Grade: 1

Teachers' excellent knowledge of each individual child is used to meticulously plan work which meets all their needs, ages and abilities within the two mixedage classes. Teachers have a high level of understanding of how different pupils learn and use their excellent subject knowledge to plan exciting activities while ensuring that key skills are carefully learned and built upon. Assessment is very good and used most effectively to identify and support pupils who require additional help or to plan work to challenge the more capable pupils. Teaching assistants are an extremely important part of the teaching team and are very well skilled in their support of pupils with learning difficulties. Pupils are particularly good at working independently because they know what is expected of them while the teacher gives attention to another group. Teachers are excellent role models for their pupils, who rise to their high expectations for both work and behaviour. Pupils want to do well and appreciate all the help that teachers give them to understand how to improve their work.

Curriculum and other activities

Grade: 1

The exceptionally broad curriculum brings learning alive for pupils and contributes significantly to their achievement and personal development and well-being. Throughout the school, there is a focus on developing a love of learning and ensuring that pupils acquire the skills needed for life ahead. This is achieved not only through everyday lessons, but also through a varied range of activities after school and during residential visits. The school makes very good use of specialist teachers to ensure that pupils receive a rich education in music, the arts and sport. While a good start has been made in developing links with an urban school, there is scope to provide pupils with even more opportunities to learn about other peoples and cultures. Resources and facilities for the teaching of information and communication technology (ICT) have been improved enormously in the new building and are used very effectively to develop pupils' learning across all subjects. Reception-age children experience imaginative learning activities in the classroom and outdoors that entice them to explore and to learn.

Care, guidance and support

Grade: 1

Parents are extremely pleased with the care provided for their children. 'I know my child is in safe hands and well cared for 110% says one parent, and many others agree. The exceptional care, guidance and support for all pupils result in pupils achieving high standards, both academically and personally. Staff genuinely value and care for every pupil as an individual while ensuring that statutory procedures for ensuring their health, safety and well-being are fully met. The outstanding support for those who

need additional pastoral care, or help with their work, gives pupils confidence to learn and helps them to make the same excellent progress as others. Pupils really value the help they receive to improve their work. They say that the targets set for them by teachers really challenge them and make them work hard but that teachers will always take time to help them to learn if they are stuck.

Leadership and management

Grade: 1

The headteacher provides a highly effective and clear educational direction for the school. She shows excellent leadership and works tirelessly, while carrying a significant teaching responsibility, to keep the school moving forward year by year. No mean feat when the school was almost entirely rebuilt around the staff and pupils as they worked! All staff are excellent in fulfilling their leadership and management roles. They work exceptionally hard and have high aspirations for the school yet, in their self-evaluation, are often modest about its work because they want to do even better for every pupil. The school's effectiveness is carefully evaluated and action is taken to further improve even the areas that are already strong, such as developing the outdoor area to strengthen an already excellent curriculum. The school is outward looking and makes the most of its partnerships with other schools, parents and the community to broaden pupils' learning as much as possible. Governance is excellent. While being supportive of the school's obvious strengths, governors are well informed enough to challenge plans and decisions being made in the best interests of pupils. The school does not rest on its laurels and has outstanding capacity to drive forward further improvement for its 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.

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?	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

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	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
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	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

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.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
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

What a pleasure it was to meet you all when we came to visit your school. You were so friendly and made us feel very welcome indeed. We really enjoyed eating lunch with you and listening to what you had to say about your school. We can see why you say that you like everything! You are very fortunate to go to an outstanding school. The teachers and other adults all work extremely hard to make sure that you learn as well as you possibly can. You are taught exceptionally well and you learn a wide range of very interesting things, in lessons, after school and on trips and residential visits. The school really cares about you. Everyone wants you to do your best and so they check all the time how well you are getting on and help you if you get stuck with your work or have any problems. The school is very well run indeed. What a fantastic effort was made that resulted in you having a lovely new building to learn in! I'm sure you have thanked everyone responsible for making this happen. So, if the school is doing all these excellent things, what difference does it make to you? Well, the Reception children get off to a flying start when they start school and by the time you leave at the end of Year 6 you reach very high standards indeed. You make excellent progress, not just in your work but in how well you grow up. You work hard and enjoy learning, you care very well for others as 'Big Buddies' and as friends, and you know it is important to keep yourselves healthy and safe. Your really excellent behaviour is a credit to yourselves, to your school and to your families. You are very well prepared indeed for your move to your next school and for all the challenges that face you as you grow up. Even though the school is already outstanding, it knows exactly what it wants to do to help you learn even better. It has started to explore more ways of helping you to learn about the lives of other people in Britain and the wider world. We agree that this is a good thing to do and have asked the school to concentrate more on this.