

Guilsborough Church of England (Aided) Primary School

The Green, Guilsborough, Northampton, NN6 8PT

Inspection dates 20–21 November 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Most pupils make good progress in reading, writing and mathematics throughout the school.
- Teaching is good with some instances of outstanding practice. Teachers provide interesting lessons which encourage pupils' good learning.
- The teaching of reading is a notable strength in all year groups.
- Pupils enjoy school and feel safe. They are confident and courteous. They behave well in lessons and around the school.
- Children make good progress in the Early Years Foundation Stage and quickly settle into school life.
- The headteacher has created a strong team where staff work together well to improve pupils' learning.
- Governors provide good support and have a good knowledge of what is needed to improve further.
- Pupils' spiritual, moral, social and cultural awareness is developed well. Pupils enjoy music and show sensitivity to the world around them.

It is not yet an outstanding school because

- Standards of handwriting are not consistently high and teachers' marking does not always help pupils to improve their work.
- In mathematics improvements in teaching number skills are recent and so are not fully secure.
- Leaders do not check often enough that pupils' written work is the best they can do.
- The outstanding practice within school is not used enough to make sure all pupils make consistently good or better progress in writing and mathematics.
- The outdoor accommodation for Early Years Foundation Stage children is unappealing, and resources require improvement.

Information about this inspection

- Inspectors visited 16 lessons taught by eight teachers. Two of these lessons were observed jointly with the headteacher.
- Meetings were held with the headteacher, staff, pupils, three governors and parents. A telephone conversation was held with a representative of the local authority.
- Inspectors observed the school’s work. They examined the school’s improvement plan and self-evaluation, safeguarding documentation, governors’ minutes, school policies and a range of pupils’ work and information about their progress. They also heard pupils read.
- Account was taken of the 54 responses to the online Parent View survey, and of the 13 questionnaires returned by staff.

Inspection team

Lois Furness, Lead inspector

Additional Inspector

Vreta Bagilhole

Additional Inspector

Full report

Information about this school

- In this smaller than average-sized primary school most pupils are White British.
- The proportion of pupils known to be eligible for pupil-premium funding is well below average. This additional government funding is provided for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs who are supported through school action is well below average. However the proportion of those who are supported at school action plus or with a statement of special educational needs is broadly average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Before September 2013, pupils were taught in classes of two year groups of pupils, but this year pupils are taught in single-age classes.
- The current headteacher is retiring at the end of the autumn term, and the governors are in the process of appointing a new headteacher to start in 2014.
- Three new teachers joined the staff in September, one of whom is a newly qualified teacher.

What does the school need to do to improve further?

- Make sure pupils' progress in writing and mathematics improves throughout the school by:
 - improving the general quality of handwriting and encouraging pupils to write in a joined script to speed up their writing
 - continuing to focus on improving pupils' number skills
 - ensuring marking consistently provides pupils with clear guidance about how to improve their work
 - sharing the outstanding practice within school with other staff.
- Improve the quality of the Early Years Foundation Stage outdoor area and the resources available.

Inspection judgements

The achievement of pupils is good

- Achievement is good and pupils make good progress. However progress is faster in Year 2 and Year 6 as a result of outstanding teaching.
- Children start Reception with skills and knowledge that are generally typical for their age. They progress well and by Year 1 reach a good level of development in the key areas of learning. This year, the good level of development was above average confirming their good progress. In other year groups there are pockets of slower progress mainly in writing and mathematics.
- The most able pupils make good progress in reading, writing and mathematics and a small number of pupils are on track to attain Level 6 this year. The proportion of pupils reaching levels that are above average is increasing, particularly in reading.
- Progress and attainment in phonics (linking letters and sounds) are good and a high percentage of pupils have been successful in attaining the expected level in the Year 1 phonics check over the last two years.
- From the time pupils start school there is a strong emphasis upon reading. Throughout the school pupils speak interestedly about their favourite books and authors, and show a high level of understanding of what they read. Most pupils read fluently and confidently.
- Although the content of pupils' written work, including its spelling, punctuation and grammar, is good, the quality of their presentation and handwriting is not of the same standard. Too many pupils do not write in a joined script, slowing down their writing speed.
- In mathematics, attainment is rising as a result of a strong focus on improving pupils' number skills including mental calculation skills. However, there are still some pupils who do not instantly recall key number facts and this slows down their progress.
- Disabled pupils and those who have special educational needs make good progress because their needs are known and good support from teachers and teaching assistants enables them to achieve their individual learning targets.
- The school is steadily improving the achievement of the very small numbers of pupils who are eligible for the pupil premium so that they make the same good progress as other pupils. Funds are spent on making sure that they are fully included in activities and where necessary, they receive individual support in reading, writing and mathematics. The small numbers in each year group mean it is not possible to make meaningful comments about any gaps in their performance relative to their peers.

The quality of teaching is good

- Good and occasionally outstanding teaching ensures pupils mainly make good progress. Good relationships and a calm purposeful working atmosphere encourage pupils to try their best and work hard.
- Staff mark pupils' work conscientiously and although some marking provides clear pointers for improvement other marking is less helpful. In some instances when pupils are given good

guidance, they are not provided with the time to follow it through and learn from correcting their own mistakes.

- Teaching in the Early Years Foundation Stage is good. The wide range of indoor activities supports children’s development effectively. However, the unappealing outdoor accommodation is in need of refurbishment, and outdoor resources require improvement in order to enhance children’s learning.
- Teachers have a clear focus on teaching pupils to read. Regular phonics sessions and guided-reading activities for all age groups support the development of pupils’ reading skills and a love of books.
- Teaching assistants are used well to make sure that the work given to disabled pupils, those who have special educational needs and others who need extra help, is carefully arranged so that all make good progress towards their learning targets.
- Skilful questioning is sometimes a strong feature. This was seen in an outstanding mathematics lesson in Year 2 as the teacher carefully checked pupils’ understanding of the strategy of adding 10 first, when adding 9 to a number. In another outstanding lesson in Year 6, the teacher through her probing questioning consolidated pupils’ understanding of subordinate clauses.

The behaviour and safety of pupils are good

- A strong emphasis is placed on the importance of good behaviour from when children first start at school. As a result, pupils quickly accept teachers’ expectations of behaviour in lessons and around school.
- Teachers, pupils and parents say behaviour is good. School documentation confirms this and there have been no exclusions in the recent past. Pupils are polite, open doors and are very helpful towards each other, staff and visitors. Their good behaviour and attitudes to their work mean they concentrate on learning and make good progress in their lessons.
- Pupils say they feel safe, secure and happy and the school is a friendly place to be. They understand the difference between bullying and falling-out, and know about different forms of bullying including physical, emotional and cyber bullying. Pupils say there have been isolated incidents of bullying in the past, but they are not aware of any current issues. They are confident that were there to be any incidents, these would be dealt with quickly by adults.
- Pupils know how to keep safe and are knowledgeable about risks and danger, for example when taking drugs, smoking and speaking to strangers. They know about internet safety and the risks involved in communicating with people in ‘chat rooms’.
- Pupils have a clear sense of what is right and wrong, understanding the need for tolerance and equity. They are able to talk confidently about other religions and have a thoughtful approach to similarities and differences in people’s lives. Behaviour is not outstanding because when work does not sustain their interest and attention effectively, then pupils do not apply themselves as well as they could.
- Attendance is well above average, as it has been for many years confirming pupils’ enjoyment of school.

The leadership and management are good

- The headteacher is well supported by the deputy headteacher and other leaders. Together they have created a supportive staff team who share the same approach to helping pupils learn. The school evaluates its performance accurately and has the capacity to make further improvements.
- The checking of teaching and learning is helpful, providing detailed guidance about how teachers can improve their skills. However, leaders do not check regularly enough that pupils' work reflects their ability and marking is helping pupils to improve. Also the outstanding practice observed in Year 2 and Year 6 is not shared often enough with other practitioners.
- The English and mathematics subject leaders and special educational needs co-ordinator are knowledgeable and realistic about strengths and the areas needing improvement. The Early Years Foundation Stage leader knows that the outdoor area and resources for this area need improvement.
- Carefully planned performance management targets take account of the career stage and training needs of all staff. More is expected of those on the upper pay scale and there is a clear understanding of the link between pupils' achievement and salary progression. There has been determined action to address any underperformance seen in the past.
- Leaders have made sure that those pupils who are supported by the pupil premium funding make progress in line with their peers through small-group support, one-to-one tuition and support for clubs and visits.
- The school provides a balanced curriculum which pupils enjoy. Music and sport are particularly strong. Good provision for pupils to develop spiritual, moral, social and cultural awareness contributes well to pupils' achievement. Leaders ensure that there is no discrimination. All pupils, regardless of background or need, have access to everything the school offers.
- Leaders have considered carefully how the new primary school sport funding should be used. The school is investing in improving the skills of its own staff in teaching sport, as well as using skilled sports coaches in dance and rugby for example.
- The local authority provides light-touch support because it has confidence in the leaders' capacity to improve the school. It has more recently provided additional support by working with governors to recruit the new headteacher.
- Leadership and management are not yet outstanding because leaders, managers and governors have not made sure that all pupils make good or outstanding progress in all year groups.
- **The governance of the school:**
 - Governors have a good range of skills which they use effectively to support and challenge the school's leadership. They know the school well because they visit regularly. They receive good information from the headteacher relating to the quality of teaching and use published data to help them ask the right questions. They respond well to concerns quickly as was seen when, noting some slower progress in Key Stage 2, a decision was made to move to classes of one year group, which is already proving successful.
 - Governors understand the importance of relating the management of teachers' performance to their pay. A close eye is kept on finances, for example, knowing how the pupil premium is spent and what difference this is making.
 - They have made sure that they have accessed appropriate training, including safeguarding, to

enable them to fulfil their statutory duties. Safeguarding policies and practice meet statutory requirements.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	122022
Local authority	Northamptonshire
Inspection number	427308

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	156
Appropriate authority	The governing body
Chair	Richard Tilt
Headteacher	Tony Henretty
Date of previous school inspection	20 January 2011
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