

# Loddington Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	121981
<b>Local Authority</b>	Northamptonshire
<b>Inspection number</b>	359136
<b>Inspection dates</b>	20–21 June 2011
<b>Reporting inspector</b>	Judi Bedawi

This inspection of the school was carried out under section 5 of the Education Act 2005. The registered childcare provision, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	67
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David James
<b>Headteacher</b>	Sue Walters
<b>Date of previous school inspection</b>	14 February 2008
<b>School address</b>	Main Street Loddington NN14 1LA
<b>Telephone number</b>	01536 710175
<b>Fax number</b>	01537 710175
<b>Email address</b>	head@loddington.northants-ecl.gov.uk

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<b>Registered childcare provision</b>	Loddington breakfast and afterschool club
<b>Number of children on roll in the registered childcare provision</b>	22 (After school) 16 (Breakfast club)
<b>Date of last inspection of registered childcare provision</b>	14 February 2008
<b>The inspection of social care was carried out under the Care Standards Act 2000</b>	

<b>Age group</b>	4–11
<b>Inspection date(s)</b>	20–21 June 2011
<b>Inspection number</b>	359136

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## Introduction

This inspection was carried out by two additional inspectors. The inspectors observed four teachers in ten lessons. The inspection team held meetings with pupils, staff, including those running the breakfast and after-school clubs, representatives of the governing body and the schools' consultant. They observed the school's work, and looked in detail at pupils' books, a range of school documentation, policies, monitoring records, data on pupils' attainment and the procedures for safeguarding. The inspectors received and analysed 43 parents' and carers' questionnaires.

The inspection team reviewed many aspects of the school's work. Inspectors looked in detail at a number of key areas.

- Inspectors investigated the strategies used to improve mathematical skills and the impact on pupils' progress.
- They examined the effectiveness of teachers' assessment and use of tracking information to accelerate learning, particularly for more-able pupils.
- They explored how well staff manage and address the learning needs of those pupils who arrive at the school throughout the year.

## Information about the school

Loddington Church of England is far smaller than the average primary school. Pupils come from the village and others nearby, with a few travelling from the small town of Desborough. Almost all pupils are of White British heritage. A very small proportion is from different minority ethnic groups, of whom very few are at the early stages of learning to communicate in English. A high proportion of pupils have special educational needs and/or disabilities. Of these, an above-average proportion has a statement of special educational needs. An average proportion of pupils is known to be eligible for free school meals. The proportion of pupils joining or leaving the school during the year is high. Staff changes in recent years have now stabilised. The headteacher teaches 3 days a week. The school has national Healthy Schools status and the Arts Mark and Active Mark. During the inspection, Year 6 pupils won a local school drama competition.

**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**

**2**

## Main findings

The quality of education is good, whatever the needs or abilities of individual pupils. It is achieved within a caring and supportive environment that enables pupils to progress well, academically and personally. The schools' self-evaluation of its performance is accurate. There is a strong drive, led by the focused headteacher, shared by the staff and the governing body, to raise standards and pupils' outcomes to higher levels rapidly. Parents and carers value the school, for example saying, 'This is a very happy school with good quality teaching and a strong sense of values'.

Current standards are broadly average, with good recovery following a dip, evident in mathematics, in 2010. The progress that pupils' make in developing their mathematical skills and confidence is good, with targeted individual and group support, identified by use of good pupil assessment, progress data and setting challenging targets. However, there are fewer opportunities for pupils to use and apply their practical skills independently in subjects other than mathematics. In English, letters and sounds work is well established in the joint Reception and Year 1 class. It is used further to support older pupils with special educational needs and/or disabilities, those learning English, and those who join school throughout the year. Progress is accelerating rapidly for all groups, as a result. This includes more-able pupils who did less well than expected in 2010. However, not all pupils take enough care to ensure that their written work, including mathematics, is always neat and well presented. Speaking, listening and pupils' use of vocabulary is strong throughout the school. Teaching is good, with improved staff stability, good teamwork and support for pupils aiding learning. In a very few lessons, insufficient time is given for pupils to work independently. Pupils' attendance is excellent, with a positive impact on learning. Behaviour is good and pupils feel safe because they are looked after so well. The sense of community in pupils' actions and pride in the school is strong.

Staff are involved in determining the schools' on-going development, meeting regularly to devise improvement strategies to drive up standards. The governing body is very committed to the school, linking closely to the village and parish. It challenges senior leaders' decisions increasingly. It has yet to develop its monitoring, evaluation and review of school performance fully, in order to become more accountable, with a better overview of standards and classroom practice. Given rising standards of attainment, the good progress and personal development of all pupil groups, and good improvement since the previous inspection, the school's capacity to improve is good.

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

- Raise the profile of and progress in mathematics by
  - developing more practical and independent opportunities for pupils to use and apply mathematical knowledge in other subjects
  - ensuring that pupils take responsibility for improving the neatness of their work in mathematics and also in other subjects.
- Enhance the skills and knowledge of the governing body by
  - ensuring that it monitors, evaluates and reviews school performance consistently to impact on raising standards and achievement
  - increasing opportunities for governors to visit and observe in classes.

## Outcomes for individuals and groups of pupils

2

Pupils enter the Reception class with attainment that is broadly in line with age-related expectations. They make good progress, developing skills, doing particularly well in speaking, listening and physical and creative development. Children with special educational needs and/or disabilities are identified quickly and receive effective targeted help. That is also the case for pupils from minority ethnic groups and those learning English. By Year 1, most pupils are at or above expected levels and good progress continues. Progress slows slightly in Years 3 and 4. Progress and attainment accelerates rapidly in Years 5 and 6, with pupils on track currently to reach or exceed expected levels. In a good Reception/Year 1 lesson on mathematical shapes, pupils thought hard about shape properties; one child knew that property belonged to someone, others said that shapes have sides and corners. Learning proceeded rapidly outdoors, pupils using their bodies making circles, squares, rectangles and triangles. The youngest children jumped delightedly as they made and named shapes accurately. Later, in small group work, the most-able pupils identified complex shapes on the interactive white board.

Pupils enjoy school, showing good concentration and working well, although too many do not take enough care about how their work looks; in mathematics, rulers are not used routinely and some writing is rushed and difficult to read. Pupils find the weekly 'Maths Challenges' fun and like the guided reading sessions. They appreciate the way that teachers help if they do not understand their work. They say everyone is comfortable at school and that behaviour is good, so they feel very safe. They talk sensibly about e-safety and 'stranger danger'. They understand the need to stay fit and adopt a healthy diet. They like the healthy breakfast club and regularly attend the good range of activities available after school. There is a good uptake of sporting activities including swimming and tennis, reflecting the Active Mark award achieved by the school. They have good awareness of the lives of children around the world and enjoy exchange visits with local schools and an Islamic school in Yorkshire. Assemblies provide most-positive opportunities for the school to celebrate the

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strengths of their community.

*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>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</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>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Flexible staff teamwork addressing pupils' diverse needs is a key feature of the good teaching observed. Teachers have good subject knowledge, planning lessons that usually challenge and motivate pupils to do their best. Questioning draws on pupils' knowledge and understanding well and demands full responses. Support staff are well trained to support pupils with special educational needs and/or difficulties and those learning English. Assessment and tracking is thorough and monitored regularly so that any pupils at risk of dropping behind are promptly identified and supported. As a parent stated, 'They are very good if a child does fall behind to bring them back up.' Pupils know their individual targets and their next steps. Older pupils know their levels against national measures. Occasionally, opportunities for independent learning are missed because insufficient time is planned. Behaviour management is good and pupils respond well to teachers' instructions. Teaching, learning and assessment practices are enriched by opportunities to share staff expertise with two local primary schools.

The curriculum is increasingly based on themes covering several subjects, providing pupils with opportunities to follow their own interests through project work and research. Mathematics and English are taught separately to ensure that standards continue to rise. Pupils enjoy the curriculum, particularly music, art and sports, with opportunities to use the facilities of local secondary schools. The curriculum is

<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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adapted well to support pupils with additional needs. Information and communication technology and English are used across the curriculum, but there are too few opportunities for pupils to use and apply their mathematical knowledge in other subjects. Use of the local and wider community, including residential experiences, is a strength of the school. The extended day is provided for well by the breakfast and after-school clubs that offer pupils a good choice of daily activities to choose from.

Pastoral care is strong and makes a difference to pupil outcomes when families sometimes find themselves in more-vulnerable circumstances. The works very hard to remove barriers to learning and pupils are enabled to succeed. There are good links with a wide range of welfare agencies, utilised when there is need. Staff offer good quality guidance to support learning and pupils report that they are always ready to listen and help if they have any difficulties. The monitoring of welfare and safety related matters is good. The monitoring of attendance is impressive and has sustained exceptionally high attendance in recent years. Transition procedures are good, starting in the term before entry for children joining the Reception class and are implemented equally well for Year 6 leavers.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account:	
The use of assessment to support learning	2
<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 and senior teacher work together closely, involving staff fully in their realistic drive to raise standards and pupils' attainment. The priorities set out are ambitious but achievable and focused well on securing high outcomes for the pupils. The governing body ably support the school in its aims, promoting its work well in the local and wider community. Although it challenges senior leaders, using the headteacher's reports to gain information, it knows that it has more to do to hone its skills in visiting classes and in developing its monitoring, evaluation and review role to extend its accountability for and overview of school performance. Staff manage their subject responsibilities well and data is analysed and monitored regularly to ensure that standards and progress continue to rise.

Partnerships with parents and carers are good. Parents and carers are actively involved in school activities and events, helping out on trips and the workshop to learn how to help their children with mathematics homework was well attended. They value the breakfast and after-school clubs, knowing that their children are well supervised and cared for by appropriately qualified and skilled staff. All requirements are fully met and the provision is well led and managed. Safeguarding is good,

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including that related to the out-of-hours care. The attention and support offered to families who find themselves in particularly vulnerable circumstances is strong, with support to help resolve difficulties. Partnerships to promote learning are good, with close links to two nearby primary schools enabling regular visits and sharing facilities and staff expertise to enrich pupils' learning. The school makes good use of local secondary school facilities including sports to provide more than this very small school could provide otherwise. The promotion of community cohesion is good, not only in the village, but beyond. The school is successfully reaching out to different communities and faith schools in the United Kingdom and increasing its global links in Africa and the United States of America. Student teachers from Europe gain experience at the school. The promotion of equal opportunity is good, with all pupil groups empowered to make good progress. Pupils know and understand that any form of discrimination is totally unacceptable.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children, most of whom have had access to pre-school experiences in various settings, settle quickly into the secure environment and enjoyable, well-understood routines, soon making friends. They develop early skills successfully, through well-planned and resourced learning through play activities. The activities allow them to discover and explore indoors and outside independently, as they wish. However, they have to walk under supervision to the nearby village playing field for activities needing bigger spaces, because the school only has a small hard surface playground. Their attitudes are good and they behave well, aware of others' needs. Most children show good creative and physical development and understanding of their environment. They speak and listen well, aided by learning about letters and sounds. They can count, but find shapes and measures more challenging, alongside early writing and reading. Nonetheless, they make good progress, including those with

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special educational needs and/or disabilities, as they move into Year 1. There is a good balance between adult-directed and child-led learning and this encourages good levels of independence. Teaching is good and all staff understand and respond promptly to the children’s needs. Children are enthused by their early learning experiences and are proud of their successes. Leadership and management are good, as is the quality of assessment. All children have ‘My Special Book’, recording key developments, but the ‘post-it notes’ are often undated and so it is difficult to assess progress over time. The attention given to children’s welfare is good. Parents and carers are kept well involved and informed about their children’s activities and progress.

*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 parents and carers who responded to the questionnaire were generally positive about all aspects of their children’s education. Almost all felt that their children are safe at school and they are kept informed about their progress. A few parents and carers felt that pupil progress, transition arrangements and the way their suggestions and concerns were addressed, could be better. The inspection found pupil progress and transition arrangements to be good. Scrutiny of school documents showed no evidence that suggestions and concerns are not addressed.

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

Ofsted invited all the registered parents and carers of pupils registered at Loddington Church of England 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 43 completed questionnaires by the end of the on-site inspection. In total, there are 67 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	28	65	12	28	2	5	0	0
The school keeps my child safe	34	79	8	19	1	2	0	0
The school informs me about my child’s progress	20	47	22	51	1	2	0	0
My child is making enough progress at this school	24	56	13	30	4	9	2	5
The teaching is good at this school	21	49	19	44	2	5	1	2
The school helps me to support my child’s learning	25	58	14	33	2	5	2	5
The school helps my child to have a healthy lifestyle	28	65	13	30	2	5	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)	20	47	17	40	3	7	0	0
The school meets my child’s particular needs	27	63	13	30	1	2	2	5
The school deals effectively with unacceptable behaviour	26	60	14	33	1	2	2	5
The school takes account of my suggestions and concerns	19	44	18	42	3	7	2	5
The school is led and managed effectively	26	60	14	33	2	5	1	2
Overall, I am happy with my child’s experience at this school	25	58	15	35	3	7	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 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	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 are for the period 1 September 2010 to 31 December 2010 and 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.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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 pupils' 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 June 2011

Dear Pupils,

**Inspection of Loddington Church of England Primary School, Kettering, NN14 1LA**

Thank you for giving us such a lovely welcome when we visited your school recently. You told us many things about your school and this helped us to do our job. You enjoy school and you could not think of anything you did not like. Some of your favourites are guided reading, getting better at mathematics, sports, art and music. I enjoyed listening to all of you and the singing group performing their new song. We could see how well the adults help you to feel safe and care about you and we were pleased to see that you care greatly about each other. Your attendance is excellent; well done! You go to a good school. That means that you make better progress than might be expected, given your starting points. Your headteacher and the staff want to make your school even better and you can help them to do this. I have asked them to do these things:

- to help you get better at mathematics by giving you more opportunities to use your practical mathematical knowledge in other subjects
- to make sure that you always take responsibility for making all your written work including mathematics, neat, tidy and looking good
- to get the governing body to visit your classes more often so it can learn more about your work and check regularly how well you are doing.

I am sure you will help your teachers to do these things. It should be easy for you to make your work neater and to use rulers when solving problems in mathematics. I expect you have many ideas for using your mathematical skills in different lessons and I am sure the governing body will enjoy talking to you when it visits your classes. Before I left I heard that Year 6 won the Drama competition – congratulations, and I hope you continue to enjoy learning at Loddington.

Yours sincerely

Judi Bedawi  
Lead inspector (on behalf of the inspection team)

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