

Inspection of Pattishall Church of England Primary School

School Road, Pattishall, Towcester, Northamptonshire NN12 8NE

Inspection dates: 26 and 27 September 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Pattishall Church of England Primary School is a friendly and inclusive school. Pupils enjoy coming to school and feel safe in this nurturing environment. Relationships between staff and pupils are positive.

Staff are ambitious for all pupils and want the very best for them. They are determined that all pupils, including those with special educational needs and/or disabilities (SEND), receive the support they need to flourish and achieve well.

Pupils benefit from wider opportunities, including residentials and a range of extra-curricular clubs. For example, pupils attend the popular choir club at lunchtime.

The school carefully considers how pupils will develop their character and values. There is a sense of community and respect, where older pupils become 'buddies' for younger children.

In the daily collective worship assemblies, and across the curriculum, pupils learn about fundamental British values and diversity. Pupils know that everyone should be treated equally. A typical view was, 'Everybody is different in their own way.'

Parents and carers hold the school in high regard. A typical comment was, 'The school is welcoming and warm, with a strong emphasis on well-being.' Another parent commented, 'I feel confident that my child will be nurtured, feel safe and encouraged to be the best they can be.'

What does the school do well and what does it need to do better?

The school has designed a well-sequenced curriculum that enables pupils to build key knowledge over time. They have identified the important knowledge that pupils need to know and remember. For example, pupils recall their learning in geography about volcanoes and can confidently explain the difference between a dormant and extinct volcano.

Teachers have a secure understanding of the subjects they teach. They break learning down into manageable chunks. Most teachers assess pupils' knowledge and understanding frequently in class. This information helps teachers to identify when pupils have gaps in their knowledge. They use it to inform their planning. However, assessment procedures are not fully embedded or consistent across all subjects and classes. Sometimes, teachers do not always identify misconceptions and use prior learning checks to identify gaps in pupils' knowledge.

Reading is a priority in the school. Teachers help pupils develop a love of books as soon as they join the school. The library has a central position in the school and is well used. There are 'book nooks' in classrooms and a 'book shed' in the playground. Teachers ensure that pupils read and share texts that explore diversity and different groups in society. This helps pupils to broaden their understanding of the wider

world. Teachers and other adults have received training to ensure that they deliver the phonics programme well. Pupils receive reading books that are well matched to their reading development. Pupils who struggle to learn to read get extra support and practice.

Staff know pupils with SEND well. They identify pupils' needs and use appropriate strategies to support pupils' learning. Teaching assistants support pupils well in all aspects of school life. Staff work well with parents and external agencies to make sure that pupils get extra help when they need it.

Children get off to a good start in the early years. The school carefully considers children's transition into school. Children are happy and know the class routines. Teachers are passionate and knowledgeable and create a warm and caring environment. Children have the opportunity to learn through play. However, the curriculum in the early years does not clearly identify precisely enough the key knowledge or skills that the school wants children to develop over the year.

Most pupils behave well and have positive attitudes to learning. There are clear routines and expectations for pupils' behaviour. This begins in the early years. However, sometimes teachers do not ensure that all pupils are ready to learn, or consistently display the school's positive values.

Attendance is monitored closely. Staff intervene early when pupils have too much time off school. This proactive approach keeps absences low.

The school's personal development programme is a strength. There is a well-planned personal, social and health education (PSHE) programme, which ensures that pupils learn about relationships and keeping themselves safe. The school ensures that pupils learn about the wider world and understand life beyond Pattishall. There is a focus on reinforcing the school's values and encouraging mutual respect throughout the school. As a result, pupils hold welcoming and inclusive views towards difference and diversity.

Staff are proud to work at Pattishall. They feel that the school supports them well with their workload and well-being. Staff have the time they need to carry out leadership roles. Governors support and challenge the school effectively.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some aspects of the curriculum need further development, in particular ensuring that teachers' use of assessment consistently identifies gaps and misconceptions in pupils' knowledge. Assessment processes and the delivery of the curriculum in all subjects need to be of equally high quality so that pupils learn as well as they should.
- The curriculum for the early years foundation stage lacks clarity about the specific knowledge and skills that the children need to have and the purpose behind some of the activities. Consequently, there are missed opportunities for teachers to assess what children know and how to move learning forward. A curriculum needs to be constructed that is coherently planned and sequenced to build towards sufficient knowledge and skills for the future learning of the youngest learners.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

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| Unique reference number | 121985 |
| Local authority | West Northamptonshire |
| Inspection number | 10254761 |
| Type of school | Primary |
| School category | Voluntary controlled |
| Age range of pupils | 4 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 146 |
| Appropriate authority | The governing body |
| Chair of governing body | Amanda Callear |
| Headteacher | Emma McLean |
| Website | www.pattishallschool.co.uk |
| Dates of previous inspection | 25 and 26 January 2022, under section 8 of the Education Act 2005 |

Information about this school

- The school does not use any alternative provision.
- The school's most recent section 48 inspection, which is an inspection of the school's religious character, took place in February 2016.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspections are a point-in-time judgement about the quality of a school's education provision.
- The inspectors met with the headteacher, other school leaders and members of the governing body.
- The inspectors carried out deep dives in these subjects: reading, mathematics, religious education and geography. For each deep dive, inspectors met with

subject leaders, visited a sample of lessons, spoke to teachers, spoke to groups of pupils about their learning and looked at samples of pupils' work. The inspector listened to pupils in Year 1 and Year 2 read to a member of staff.

- The inspector reviewed the school's systems for keeping pupils safe. A meeting was held with the designated safeguarding leader. The lead inspector scrutinised the school's single central record.
- The inspectors observed pupils' behaviour in lessons and around the school site during playtime.
- The inspectors spoke with groups of pupils and staff. An inspector spoke to parents at the start of the school day and considered the responses to Ofsted Parent View, Ofsted's online survey, and the staff survey.

Inspection team

Dawn Ashbolt, lead inspector

His Majesty's Inspector

Jamie Nairn

Ofsted Inspector

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