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March 2022

Dear Families,

I am delighted to be able to finally share with you, the result of our Ofsted inspection in January!

I am pleased to communicate that **we remain a good school**; and that the report highlights the areas for development that we were already working on - there were no surprises! Ofsted reports use standard phraseology, so some of the language is quite stark! And lots of the positive feedback given throughout the day doesn't make it into the report as they have a strict word limit... But overall, we are really pleased with the outcome.

We have received congratulations from the Director for Education of Peterborough Diocese (see attached) and have been told that we are some way ahead than many other similar schools by Andrew Lakatos – a lead Ofsted inspector with whom we regularly work.

Since the last Ofsted in 2016, the inspection framework has dramatically changed, and schools are judged against this framework 'on the day' – as if the pandemic hadn't happened. The framework, quite rightly, has shifted its focus away from end of Key Stage exam results towards to the structure of the curriculum from early years foundation stage (Reception Class) to Year 6. As a school, since 2017, we have been following the Chris Quigley Creative Curriculum, which builds on the National Curriculum and makes cross-curricular links as the children travel through the school. We have worked hard as a team to ensure that the children have a rich, broad and balanced curriculum, including linking our Reading Spine with the topics that the children are learning about. The new framework drills down further, demanding horizontal knowledge links (across-school key concept links) and vertical knowledge links (in-subject links); not just diagonal knowledge links (cross-curricular links). This new Education Inspection framework was brought into force in September 2019, one term before lockdown 1.

When the report talks about Curriculum Leaders – it is talking about our team of 7 class teachers. Each class teacher, as well as 'the day job', has several areas of the curriculum for which they are responsible and under the new framework, they have been working hard to sequence the knowledge threads that run through their subjects – which is a gargantuan task.

Due to the pandemic, our attentions were turned to protecting health and maintaining education both online and in school. This included taking on additional cleaning duties, delivering food parcels, making phone calls and house visits as well as prioritising mental health and well-being. The inspector recognised the incredible efforts that we, as a small school with limited resources, have gone to during the pandemic. She could see that the curriculum planning was in a good place and that we would have completed the sequencing of knowledge in all subjects had the pandemic not happened. In fact, just two weeks after our inspection, the Department for Education extended the transitional period for schools to have their curriculum in order by yet another six months.

Mathematics is highlighted a real strength of the school, as this is a subject area that we were driving forward prior to the pandemic, with our shift from Maths No Problem to the WhiteRose Hub and work with

Be watchful. Stand firm in your faith. Be strong. Be courageous. And let everything you do be done in love.

1 Corinthians 16: 13-14





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the Enigma Maths Hub over the past three years. Reading was also found to be a strength of the school, just with some additional training needed to ensure consistency. These strengths have recently been validated by a national survey of over 6000 schools' data in reading, writing and maths. In reading, our class average of children working at age-related expectation or above was 77.3% vs 69.8% nationally. In writing our class average of children working at or above age-related expectation was 66.6% vs 61.1% nationally and in maths 75.7% vs 68.8% nationally.

Leadership, safeguarding, inclusion and behaviour were all also cited as real strengths of the school with outstanding elements; not to mention our nurturing ethos.

Since the inspection we have continued at pace on our curriculum building journey, the evidence of which you can follow on our website. [Science \(pattishallschool.co.uk\)](http://www.pattishallschool.co.uk)

Moving forward, our main aim is to create a curriculum that sequences knowledge progressively, so that the children stick new knowledge to knowledge previously learned in an organised fashion (the children call this their sticky learning). In addition to this, we are running our Golden Threads through each subject so that the curriculum is unique to our school and the needs of our children.

We will be inspected again within the next 30 months, which gives us ample time to continue on the journey of sequencing and building The Pattishall Curriculum.

I'd like to take this opportunity to thank the Governing Body for their ongoing support and dedication to school improvement; to the staff for their unswerving passion to build the right curriculum for our children through the most challenging of times; to parents for their ongoing support, especially those who shared their feedback with the inspector; and above all – to the children who were their usual, wonderful selves. Never have I felt so proud to show a visitor around our school.

With thanks and good wishes,

Emma McLean  
Head Teacher

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