

Inspection of a good school: Staverton Church of England Voluntary Primary School

Glebe Lane, Staverton, Daventry, Northamptonshire NN11 6JF

Inspection date:

2 March 2023

Outcome

Staverton Church of England Voluntary Primary School continues to be a good school.

What is it like to attend this school?

Pupils at Staverton Church of England Primary School enjoy learning in a calm and settled environment. They say that they are happy at school and feel safe. Pupils understand the school's rules of 'be ready, be respectful, be safe'. They say that this helps them understand how they should behave in school. As a result, they behave well. There are positive relationships between staff and pupils. Pupils appreciate the support they get for their well-being.

Bullying is rare. Pupils are confident that if bullying does happen, staff will resolve any issues well. At break- and lunchtime, pupils get on well together. Pupils in Year 6 can be part of the sports crew. They enjoy organising activities for other pupils at lunchtime. Children in the early years foundation stage (EYFS) are well cared for. They follow clear routines. They engage well with the activities that staff plan for them.

Pupils value the extracurricular activities the school provides for them. Many pupils take part in the range of clubs the school offers. They enjoy attending sports club, eco-club and the times-table club. Pupils enjoy taking on extra responsibilities. For example, they help with collective worship and can be class monitors.

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

Leaders have ensured that there is an ambitious, well-planned curriculum in place for all pupils, including those with special educational needs and/or disabilities (SEND). They have defined the key knowledge and vocabulary they want pupils to learn. Leaders have also set out the order in which they want pupils to learn new knowledge. The curriculum for EYFS is well planned.

Teachers have good subject knowledge. They present information well. Teachers model new content using the school's agreed approach of 'my turn, our turn, your turn'. Pupils

say that this helps them to learn. Teachers use questioning well to check understanding. Leaders have considered how to help pupils remember what they have learned. For example, in mathematics lessons, teachers use rapid revision challenges to help pupils recall prior knowledge. Teachers use assessment well to identify what pupils know and to address gaps in knowledge. As a result, most pupils achieve well. Sometimes, teachers do not move pupils on to work that deepens their knowledge. Some pupils repeat work that they have already covered. Leaders are aware that some pupils could achieve even more.

Leaders identify the needs of pupils with SEND well. They have high expectations of what they can achieve. In lessons, teachers provide well for these pupils. They ensure that they adapt their teaching to meet pupils' needs. Teachers use 'pre- and post-teach' activities to support pupils with their learning and to address any misconceptions. This means that pupils with SEND follow the same ambitious curriculum as their peers and achieve well.

Leaders have prioritised reading. They say that 'reading drives everything'. Pupils enjoy daily story times and reading class texts together. They appreciate the range of books they can access in the library. Leaders have ensured that all staff are well trained in how to deliver the phonics curriculum. Staff deliver the phonics scheme well. They check pupils' understanding. Staff are quick to address any misconceptions. Leaders use assessment well to identify any pupils with gaps in their phonic knowledge. These pupils then receive daily interventions. Pupils become confident and fluent readers.

Children in the EYFS learn in a well-ordered and caring environment. Staff ensure that the activities that children do are well matched to the curriculum goals. Children develop their understanding of numbers well. Staff ensure that children develop their communication skills. Children in the EYFS are well prepared for the next stage in their education.

Leaders have high expectations of pupils' behaviour. Pupils live up to these expectations. Leaders regularly reward pupils for their positive conduct. Pupils say that the 'class agreements' they make at the start of the year help them to behave well. They say that teachers are fair and consistent when dealing with behaviour issues.

Leaders have planned well for pupils' personal development. Pupils learn about healthy lifestyles and how to make right choices. They learn about different religions and cultures. For example, pupils could recall what they had learned after visiting a Hindu mandir. A weekly 'diversity assembly' supports this work. This means that pupils understand the need to treat those who are different from them with respect.

The school is well led and managed. Staff say that they are proud to work at the school. They appreciate the way leaders consider their workload and well-being. Governors know the school well. The trust provides effective support and challenge.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding in the school. Leaders ensure that staff have regular training. Staff are aware of the potential risks to pupils. They know how to report

any concerns they may have. Leaders keep detailed safeguarding records. They act quickly to safeguard pupils. They work well with other agencies to ensure that pupils get the support they need.

Pupils know how to keep themselves safe. They learn about online safety and how to stay safe outside school. Pupils know the adults they can speak to if they have any concerns.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, some pupils spend too long on work that does not deepen their learning. They repeat work they have covered before. This means that they do not develop their knowledge and build on what they already know. As a result, some pupils could achieve even more than they do. Leaders should ensure that teachers know what pupils have learned before, so that they can build on and extend pupils' knowledge.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the predecessor school of the same name to be good in April 2012.

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](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	141068
Local authority	West Northamptonshire
Inspection number	10240597
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	102
Appropriate authority	Board of trustees
Chair of trust	Margaret Holman
Headteacher	Ruth Nelmes
Website	www.stavertonceprimary.org
Date of previous inspection	23 May 2017, under section 8 of the Education Act 2005

Information about this school

- This is a Church of England primary school. It was last inspected under section 48 of the Education Act 2005 in November 2017. The next section 48 inspection will be within eight years of that inspection.
- The headteacher was appointed in January 2022.
- The school does not use any alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher and other leaders in the school.
- The lead inspector met with representatives of the trust.
- The lead inspector met with the chair of the academy governance committee.

- The lead inspector evaluated the effectiveness of safeguarding by meeting with the designated safeguarding lead and reviewing a range of documents, including the school's single central record.
- Deep dives were carried out in early reading, mathematics and physical education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors considered the views of parents and carers, pupils and staff through discussions during the inspection and their responses to the respective Ofsted surveys.
- The inspector reviewed a range of documentation relating to safeguarding, the school's self-evaluation, behaviour and governance.

Inspection team

Paul Halcro, lead inspector

His Majesty's Inspector

Caroline Evans

Ofsted Inspector

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