

# Inspection of a good school: Pytchley Endowed Church of England Primary School

High Street, Pytchley, Kettering, Northamptonshire NN14 1EN

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Inspection date:

4 May 2023

## Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. Inspectors are recommending the next inspection to be a graded inspection.

## What is it like to attend this school?

Pupils are enthusiastic and look forward to learning new things at this school. They speak positively about many subjects. They are keen to do well. However, the curriculum is not consistently benefiting all pupils yet. There are some parts of the curriculum that are not as well developed as they should be.

Many pupils are polite, respectful and confident. Teachers encourage pupils to know and show the school's values. 'Values champions' are visible members of the school. They promote being respectful, responsible and resilient. They also encourage friendship, truth and hope. This is one example of how pupils develop as rounded individuals at this school.

Leaders have raised academic and behaviour expectations of all pupils, including pupils with special educational needs and/or disabilities (SEND). Pupils are rising to these new and more appropriate expectations.

All staff know pupils well individually. Pupils know they can share a problem with a trusted adult. They know this trusted adult will take them seriously. Pupils feel safe and happy as a result.

Pupils get along well in the school's mixed-age classes. They know there is occasional 'falling out' between individual pupils. They are of the opinion that teachers sort these issues out quickly.

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

All pupils at this school study a broad curriculum. There is sufficient time allocated to many of the subjects. This allows teachers to help pupils learn the curriculum in these subjects in enough depth. However, in a few foundation subjects, leaders have not thought carefully enough about the time teachers need to teach the subject in sufficient depth. Pupils do not gain a depth of knowledge and they do not consistently produce high-quality work in these subjects.

The curriculum for English, reading and mathematics is well developed. Curriculum leaders have identified the essential knowledge and skills that they want pupils to know. The knowledge and skills build progressively. Pupils know and do more as a result. Leaders have continued to make changes to other subjects to ensure that they match the ambition of the national curriculum. However, subject leaders are still in the process of identifying the most important knowledge and skills that pupils must be able to know and apply. Pupils do not always remember or develop these skills well enough in some subjects.

Leaders have prioritised training, so that teachers use the most effective methods to teach. This helps pupils know and remember more across several subjects. However, teachers' limited subject knowledge in some subjects is a barrier to them delivering the curriculum effectively at times. Work is already underway to ensure that all teachers have the subject knowledge they need to teach effectively across the full curriculum.

Leaders ensure that the needs of pupils with SEND are accurately identified. They work closely with teachers to ensure that pupils with SEND progress and achieve the targets that are set out on their individual education plans. The inclusive ethos of the school benefits pupils with SEND.

Teachers are early reading experts. They deliver the reading curriculum with rigour to ensure that all pupils keep up with the reading programme. Pupils read books that are closely matched to their phonics knowledge. This helps pupils become fluent readers quickly. Pupils enjoy reading books. Younger pupils join in with the teacher during story time. They read aloud rhymes and stories, such as 'Octopus Shocktopus'. Older pupils continue to enjoy reading. Most recently, pupils in Years 5 and 6 have read 'Holes'. Pupils enjoy receiving raffle tickets for borrowing and reading books. Pupil librarians actively promote reading.

There is a consistent approach to managing pupils' behaviour. Pupils think this is fair. The school is calm and orderly. Pupils who struggle to behave are well supported to meet the school's behaviour expectations.

The curriculum goes beyond the academic. Pupils raised over a thousand pounds for a local care home recently. Many are looking forward to a residential trip to 'Rock UK'. The choir sings at local events and is due to perform at 'KettFest'. Pupils also sang at the local supermarket at Christmas. Parents and pupils appreciate the extra-curricular activities that are on offer at the school. These activities help pupils develop their talents and interests.

Leaders are making decisions that are improving the school and, in particular, the quality of education. They put the interests of children at the heart of what they do. They are mindful of teachers' workload and well-being as they carry out this work. The trust provides valuable support to the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have trained staff to recognise the signs that a pupil might be at risk. Staff understand how they should respond to arising concerns. All staff understand the procedures to report and record concerns swiftly.

Leaders keep detailed records of the concerns raised, and actions taken, to keep pupils safe. Leaders are quick to engage with external services to help the most vulnerable pupils and families effectively.

Trustees and governors ensure that leaders implement the safeguarding policies, and the school maintains a vigilant culture. Recruitment checks for all new staff are robust and in line with statutory requirements.

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

### **(Information for the school and appropriate authority)**

- The time made available to teach some foundation subjects is not enough to teach these subjects in sufficient depth. Pupils do not gain the depth of understanding they need or they produce work of limited quality as a result. Leaders should ensure that they give sufficient time for the curriculum to be delivered to its fullest depth in all subjects.
- Leaders have not ensured that the essential knowledge and skills that pupils need to know and apply have been identified in all subjects. As a result, not all pupils remember this knowledge and develop the ability to apply these skills. Leaders should ensure that planning for all subjects in the curriculum identifies the most important knowledge and skills.
- Teachers do not have the appropriate level of subject knowledge to support pupils to learn the large concepts which are identified in some subject plans. As a result, the teaching of these subjects is not as effective as it could be. Leaders must ensure that teachers have the knowledge and skills they need to teach all subjects well.

## 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 first ungraded inspection since we judged the school to be good in April 2018.

## 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

<b>Unique reference number</b>	142270
<b>Local authority</b>	North Northamptonshire
<b>Inspection number</b>	10286998
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	75
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Margaret Holman
<b>Headteacher</b>	Mrs Tania Watts
<b>Website</b>	<a href="http://www.pytchleyceprimary.org.uk">www.pytchleyceprimary.org.uk</a>
<b>Date of previous inspection</b>	18 and 19 April 2018, under section 5 of the Education Act 2005

## Information about this school

- This school is part of Peterborough Diocese Education Trust (PDET).
- The school does not use alternative providers to educate pupils.
- The religious character of the school was inspected under section 48 of the Education Act 2005 in June 2016.

## 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 carried out deep dives in reading, mathematics and history. For each deep dive, the inspector discussed the curriculum with leaders, visited lessons, spoke with teachers and pupils and looked at samples of pupils' work.
- The lead inspector listened to a sample of pupils in key stages 1 and 2 reading to a familiar adult.

- The lead inspector scrutinised the work pupils had produced in a range of other subjects.
- Inspectors met with leaders responsible for behaviour, personal development, the early years foundation stage and the provision for pupils with SEND.
- Inspectors met with groups of pupils from key stages 1 and 2.
- The lead inspector met with the safeguarding leader to discuss the actions taken to keep pupils safe. He reviewed a range of documents related to safeguarding, including the school's single central record.
- The lead inspector reviewed a range of documents, including the school's self-evaluation and improvement plan.
- The lead inspector met with delegates of the trust, including the chief executive officer and academy improvement officer.
- The lead inspector met with the chair of the academy governance committee .
- Inspectors considered the responses to Ofsted's online questionnaire, Ofsted Parent View.

### **Inspection team**

Rakesh Patel, lead inspector

His Majesty's Inspector

Christopher Wheatley

Ofsted Inspector

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