

Inspection of a school judged good for overall effectiveness before September 2024: Naseby Church of England Primary Academy

School Lane, Naseby, Northampton, Northamptonshire NN6 6BZ

Inspection date:

8 May 2025

Outcome

Naseby Church of England Primary Academy has taken effective action to maintain the standards identified at the previous inspection.

The headteacher of this school is Louise Cook. This school is part of Pathfinder Schools Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Stephen Mitchell, and overseen by a board of trustees, chaired by Joanne Woods.

What is it like to attend this school?

Pupils are happy and well cared for at this friendly village school. They feel safe. The school instils a strong sense of belonging. Pupils describe their school as a family. They like being part of a small, close-knit community. One pupil spoke for many when saying, 'The teachers here all have enough time to talk to you and get to know you.'

The school is ambitious for all its pupils. Pupils benefit from high-quality education and a comprehensive personal development programme. They achieve well and are well-prepared for their next steps.

Pupils know that staff have their best interests at heart. Pupils appreciate the pastoral support they receive as part of the school's nurture provision. They value the opportunity to talk about how they are feeling and to learn how to manage their emotions.

Pupils are proud of their school. They are polite and cheerful. Pupils treat each other with kindness and respect. They enjoy being in each other's company. Classrooms are calm, purposeful places in which pupils can concentrate on their learning.

Parents and carers are full of praise for the school. They appreciate the nurturing environment it provides. They comment that staff go 'above and beyond' for their children.

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

The school's curriculum is broad and balanced. Pupils learn new knowledge, skills and vocabulary in a well-sequenced order. In many subjects, pupils remember their learning well. In history, for instance, pupils talk confidently about what they are learning now, as well as what they have learned previously. They make links between different events in the past, describing similarities and differences. However, pupils do not remember important learning as securely across all areas of the curriculum. Key knowledge is not revisited consistently in a small number of subjects in the wider curriculum.

There is a vibrant reading culture at the school. Pupils often choose to read in their own time. Children begin learning to read the moment they start in the early years. Staff teach the school's phonics programme well. Pupils learn to read accurately and fluently from a young age. The school checks closely on pupils' progress in reading. It provides appropriate support for any pupil who falls behind. Through skilful questioning, staff guide pupils to think deeply about what they read. Older pupils make insightful comparisons between different texts.

There is a keen focus on vocabulary development across the school. Staff take time to explore the meaning of new words with pupils. Pupils use this language to explain their thinking precisely. They are articulate when sharing their ideas with others. Staff have good subject knowledge. They explain new concepts clearly. At times, however, the school does not resolve pupils' misconceptions well enough. Some pupils repeat the same mistakes, particularly in their written work.

A high proportion of pupils at this school have special educational needs and/or disabilities (SEND). The school identifies additional needs early. It ensures that pupils with SEND receive the individualised support that they need to learn the curriculum and participate fully in school life. Staff provide bespoke resources and modified materials so that pupils with SEND can access suitable learning and succeed.

There are high expectations and well-established routines in the Reception Year. Early years staff teach children how to be good learners. Children sustain their concentration and cooperate well, making the most of the learning activities on offer. Pupils build on this strong start, engaging well with learning throughout the school.

The school has sharpened its focus on attendance. Improved systems for dealing with absence mean that pupils rarely miss school.

Values of love, joy and resilience underpin all parts of school life. Pupils understand the importance of these values and they try their best to show them. They learn to be healthy, safe and respectful. A rich range of educational and cultural experiences enhance the school's curriculum. Pupils relish opportunities to make a difference in the world by

fundraising for local and national charities, as well as supporting a school in Africa. The school arranges regular 'STEM' (science, technology, engineering and mathematics) workshops, as well as visits from representatives of different professions, to inspire pupils for their future careers.

There is a positive team spirit at the school. Staff morale is high. Despite having many roles to fulfil in a small school, staff feel well supported with their workload.

The school is well led. Leaders have an accurate understanding of the school's strengths and its areas for development. Governors check closely on all aspects of the school's work to ensure that pupils are safe and achieve well.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of foundation subjects, the school does not build effectively on pupils' prior knowledge. Some pupils do not remember key curriculum content securely, which means they do not deepen their understanding. The school should ensure that pupils are provided with the opportunities they need to build securely on prior learning in order to gain a rich body of knowledge in all subjects.
- At times, the errors that pupils make in their learning, particularly their written work, are not dealt with well enough. Some pupils repeat the same mistakes, which prevents them from achieving as well as they could. The school should ensure that staff support pupils to resolve any misconceptions in their learning and correct any errors in a timely way.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection

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 for overall effectiveness in March 2020.

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

Unique reference number	140736
Local authority	West Northamptonshire
Inspection number	10375670
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	40
Appropriate authority	Board of trustees
Chair of trust	Joanne Woods
CEO of the trust	Stephen Mitchell
Headteacher	Louise Cook
Website	www.nasebyschool.co.uk
Dates of previous inspection	10 and 11 March 2020, under section 5 of the Education Act 2005

Information about this school

- The school is part of Pathfinder Schools Trust.
- The headteacher took up the post in September 2021.
- The school does not use any alternative provision.
- Naseby Church of England Primary Academy is in the Diocese of Peterborough. The most recent section 48 inspection of the school took place in June 2022. This is an inspection of the school's religious character.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- The inspectors visited lessons in a range of subjects, spoke to pupils about their learning and looked at samples of pupils' work.
- The inspectors met with the headteacher, as well as teachers and support staff. The inspectors also met with leaders with responsibility for pupils with SEND, behaviour, attendance and personal development.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors examined a range of school documents relating to behaviour, attendance and governance, as well as leaders' self-evaluation of the school and the school development plan.
- The lead inspector met with leaders from Pathfinder Schools Trust, including the CEO of the trust and the chair of the board of trustees. The lead inspector also met with members of the local governing board, including the chair of the local governing board.
- The inspector considered the responses to Ofsted Parent View and the results of Ofsted's online staff survey.

Inspection team

Shaun Carter, lead inspector

His Majesty's Inspector

Chrissie Barrington

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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