

Inspection of East Haddon Church of England Primary School

Church Lane, East Haddon, Northampton, Northamptonshire NN6 8DB

Inspection dates: 17 and 18 June 2025

The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding for overall effectiveness at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since October 2014. The school received an ungraded inspection under section 8 of the Act in May 2020. Since September 2024, schools have not been awarded an overall effectiveness grade.

What is it like to attend this school?

This is a warm, welcoming and friendly school, where everyone is made to feel welcome. Staff exude positivity. They create a safe, nurturing environment, where pupils feel valued and heard. Staff know every pupil as an individual. Pupils appreciate the kindness and care that their school provides.

The school's high ambitions for every pupil are seen in how well they achieve, particularly in the core subjects of reading, writing and mathematics. It is also reflected in pupils' highly positive attitudes to learning and the considerate way that they treat others. Pupils behave impeccably. Older pupils are excellent role models to their younger peers, embodying the school's seven virtues. Pupils are enthusiastic and conscientious. They work and play cooperatively with others.

Pupils benefit from exceptional spiritual, moral, social and cultural education. A unique aspect of the school's personal development provision is pupil leadership. In 'family group' time, Year 6 pupils lead weekly sessions with younger pupils. These sessions help to consolidate pupils' knowledge and understanding of a range of important themes, such as feelings, respect, environmentalism, spirituality and mental health.

Parents and carers are overwhelmingly positive about the school. They praise its strong community spirit, its supportive staff and the wide range of exciting enrichment activities.

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

The school has constructed an ambitious curriculum. The design of the curriculum ensures that pupils in mixed-age classes learn the required knowledge they need over time. The focus on oracy in the curriculum is a particular strength. By the end of key stage 2, pupils become confident, articulate public speakers.

Music is a strength of the school. Pupils benefit from expert teaching and opportunities to learn a range of instruments. Pupils' musical knowledge and their enthusiasm for the subject demonstrates the quality of the school's music provision. However, in some other foundation subjects, some pupils do not remember important prior learning securely. They sometimes recall the activities they have completed, rather than the knowledge they have learned. This is because key curriculum content is not revisited often enough in these subjects.

Children in the early years get off to a good start. Developing children's communication and language is prioritised. Staff interact well with children most of the time. Through the careful selection of resources, children deepen their understanding through play. By the end of the Reception Year, children are well prepared for key stage 1. For instance, the school's approach to the teaching of early writing enables children to compose descriptive sentences orally and then write them down accurately. Children use the school's 'High 5' checklist to make sure that their sentences make sense and include basic punctuation.

Pupils are avid readers. Children begin to learn to read as soon as they start at the school. Staff teach phonics well. Pupils quickly read confidently and fluently. Staff ensure that anyone who falls behind in learning to read is given the support that they need to catch up. Staff make recommendations to broaden the range of books that pupils read and to expose them to new authors. The school has invested in quality texts to support pupils' understanding of the diverse world in which they live.

The school identifies pupils with additional needs early. It works well with other agencies to ensure that pupils with special educational needs and/or disabilities (SEND) get the support that they need. Pupils with SEND benefit fully from the school's curriculum and its personal development programme.

The school ensures that its policies for behaviour and attendance are implemented effectively by all staff. This consistency is the basis for pupils' excellent behaviour and their low rates of absence.

Pupils' learning behaviours are testament to the exemplary character education at the school. By the time they leave Year 6, pupils are well prepared for life in modern Britain. They understand the importance of staying physically fit and how to look after their mental well-being. Pupils know what it means to be a good friend. They are respectful of people's rights. Pupils have a deep understanding of fundamental British values and equality. They make the most of the rich variety of opportunities to develop their talents and interests in sport and the arts.

The school is well led. School leaders have an accurate understanding of the school's strengths and its next steps. The highly committed staff team support each other and enjoy working together. The school is ably assisted by a dedicated, knowledgeable governing body. Governors check the school's work closely, providing effective challenge and support.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some foundation subjects, the school does not revisit crucial curriculum content frequently enough. As a result, some pupils forget important knowledge that they have been taught before. This prevents them from building on their previous learning and deepening their understanding of key concepts. The school should review its approach to the retention of important prior learning, so that pupils remember a rich body of subject curriculum knowledge.

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	121969
Local authority	West Northamptonshire
Inspection number	10375479
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	82
Appropriate authority	The governing body
Chair of governing body	Paul Buchan
Headteacher	Claire Truslove
Website	www.easthaddonprimary.org.uk
Date of previous inspection	11 March 2020, under section 8 of the Education Act 2005

Information about this school

- East Haddon Church of England Primary School is in the Diocese of Peterborough. The most recent section 48 inspection of the school took place in November 2022. This is an inspection of the school's religious character.
- The school does not make use of any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- 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. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in early reading, mathematics and music. For each deep dive, inspectors discussed the curriculum with subject leaders, visited lessons, spoke with teachers, spoke with pupils and looked at samples of pupils' work.
- Inspectors also considered pupils' learning in English, history, art and design, religious education and personal, social and health education.
- Inspectors met with the headteacher, subject leaders, teachers and support staff. Inspectors also met with leaders with responsibility for pupils with SEND, the early years, behaviour, attendance and personal development.
- To evaluate the effectiveness of safeguarding, 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.
- Inspectors examined a range of school documents, including documents relating to governance, the school's self-evaluation and the school development plan.
- The lead inspector listened to a sample of pupils read with a familiar adult. Inspectors met with groups of pupils from different year groups.
- The lead inspector met with governors, including the vice-chair of the governing body. He also spoke with a representative of the local authority.
- Inspectors considered the responses to Ofsted's online survey, Ofsted Parent View, and considered the results of Ofsted's staff survey.

Inspection team

Shaun Carter, lead inspector

His Majesty's Inspector

Elizabeth Mace

Ofsted Inspector

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