

Glaphorn Church of England Lower School

Glaphorn, Oundle, Peterborough, PE8 5BQ

Inspection dates

3–4 October 2012

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The school is well led and managed. The headteacher has overseen a number of significant improvements since the last inspection whilst maintaining good progress and achievement across the school.
- The school accurately evaluates how well it is doing and what needs to be done next.
- The school provides outstanding support for disabled pupils and those who have special educational needs.
- Teachers have high expectations of pupils and deliver lessons that help them to learn well, resulting in above-average standards.
- Children make a good start in the Early Years Foundation Stage because of good teaching and the high quality of care.
- The headteacher, with the full support of the governing body and the local authority, has ensured that teaching and learning are good across the school.
- Pupils enjoy coming to school, as reflected in their high levels of attendance.
- Behaviour is consistently good and pupils feel safe at school.
- Pupils enjoy an exceptional variety of exciting activities and experiences throughout the year, through visits, residential stays and visitors to school.
- The progress and improvements made since the last inspection and the enthusiasm of staff and pupils show the school's good capacity for sustained improvement in the future.

It is not yet an outstanding school because

- Staff with responsibility for subject areas are not sufficiently involved in improving standards in their subject.
- Teachers do not always provide sufficiently challenging work for more-able pupils in the mixed-age classes.

Information about this inspection

- The inspector observed eight lessons, of which three were joint observations with the headteacher.
- Meetings were held with the headteacher, the Chair of the Governing Body, members of staff with curricular responsibility, a representative of the local authority and groups of pupils.
- Account was taken of the 37 responses to the online questionnaire (Parent View) and the responses to the school's own questionnaires for parents.
- The inspector observed the school's work and looked at a number of documents, including the school's own data on pupils' current progress, planning records, records relating to behaviour and attendance, and documents relating to safeguarding.

Inspection team

Clive Lewis, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is smaller than most other schools of its type. Pupils join in the Reception Year and leave at the end of Year 4.
- An average proportion of the pupils are eligible for the pupil premium, which provides additional funding for children in local authority care and pupils known to be eligible for free school meals.
- The proportion of disabled pupils and those who have special educational needs supported at school action is below average. The proportion supported at school action plus or with a statement of special educational needs is well above average.
- A high proportion of pupils join partway through their primary school education.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of all teaching to the level of the best by ensuring teachers consistently provide suitably challenging work for all pupils in the mixed-age classes.
- Develop the roles of subject leaders by ensuring that they are supported in their areas of responsibility and encouraged to take a more active role in improving pupils' attainment and progress.

Inspection judgements

The achievement of pupils is good

- Attainment on entry to the Reception class varies considerably from year to year but is broadly typical for this age group.
- The small year groups, the high proportion of pupils joining late and the high numbers of disabled pupils and those who have special educational needs in some years make comparisons between key stages and year groups less meaningful than in larger schools.
- Children get off to a good start in the Early Years Foundation Stage and make good progress in all the areas of learning. Planning, teaching and resources for both indoor and outdoor learning are good. At the time of inspection, the children in the Reception class had been attending school full time for only two weeks. They had quickly settled into the classroom routines, clearly enjoying school and playing happily together and individually.
- Pupils across the range of year groups and abilities achieve well in Key Stages 1 and 2. Work in pupils' books and the quality of learning in lessons seen during the inspection confirm this good progress across the school and confirm that attainment in the current Year 4 is above average.
- Disabled pupils and those who have special educational needs make good progress. The excellent support provided by class teachers, teaching assistants and outside agencies ensures that work is well matched to their needs and they are fully included in all activities.
- Funding for pupils eligible for the pupil premium is used well to provide one-to-one support. As a result, pupils eligible for the pupil premium make good progress. Pupils who join the school partway through their primary education benefit from good individual support so they quickly catch up with their classmates.
- Good teaching leads to good progress. In one well-taught numeracy lesson for pupils in Years 3 and 4 focusing on calculation strategies, the teacher made good links to previous learning and was very clear about the objective for the lesson. The teacher set a very good pace and changed activities frequently. This motivated and inspired pupils very effectively so that behaviour was good throughout. Appropriately challenging work was provided for the different age and ability groups in the class. As a result, pupils of all abilities clearly enjoyed their work and were keen to learn and make progress.

The quality of teaching is good

- Teaching enables pupils of all abilities and backgrounds to learn successfully, make good progress and achieve well. Pupils, parents and carers say that teaching is good and inspection findings endorse this view, although there are some minor inconsistencies across the school.
- Good classroom management skills ensure that pupils work well together and there are no marked differences in the responses of boys or girls. In whole-class activities and in small-group work, carefully targeted questioning draws out pupils' ideas and develops their thinking and reasoning skills well.
- Teachers have very effective strategies for managing the behaviour of pupils. As a result, lessons are calm and purposeful, and pupils work hard without the need for constant

intervention.

- In most cases, pupils who need extra help are supported well and those who find learning easy are given more challenging tasks. However, in a small minority of lessons observed, pupils of widely varying age and ability spent too much time engaged on the same activity. In these lessons, more-able pupils, in particular, were not challenged enough.
- Teachers use the revised thematic curriculum very effectively to plan imaginative activities that engage and excite pupils' interest. This promotes pupils' confidence and enjoyment in learning as well as their spiritual and cultural development.
- The strengthened whole-school assessment and tracking system now provides the school with secure data on pupils' progress as they move through the school. Termly meetings to discuss pupils' progress ensure that teachers have a good understanding of how well pupils are doing and the action they should take to support them effectively and help them to reach their challenging targets.
- Marking is regular and gives pupils good guidance about how to improve their work.

The behaviour and safety of pupils are good

- Behaviour is typically good or better, both in lessons and around the school. This is a major factor in the good progress pupils make in their lessons.
- The school has an effective system of rewards and sanctions, and parents and carers are fully confident that any poor behaviour is dealt with effectively and promptly.
- Pupils say learning is fun and they are enthusiastic about their education. They confirm that behaviour is usually 'really good', and understand that 'little arguments and play-fights' in the playground 'aren't really bullying'.
- Pupils understand the need for healthy lifestyles and exercise. They have a good understanding of how to keep safe, and say they are confident that any issues they raise with the school will be dealt with promptly.
- Pupils say they enjoy coming to school and this is demonstrated in their well-above-average attendance. Pupils in Year 4 said that they will be sorry to leave the school in the summer.
- Pupils relate well to each other. They display high levels of concentration and, when working in pairs or groups, they organise themselves swiftly and without fuss. They are courteous and polite to visitors and show respect for the feelings and beliefs of others.
- Pupils have a good range of opportunities to contribute to the school and wider communities. Through the school council, pupils demonstrate their pride in the school community and take their responsibilities very seriously.
- Pupils' spiritual, moral, social and cultural development is good. Pupils are curious about the world around them and enthusiastically embrace new experiences which broaden their understanding.

The leadership and management are good

- The headteacher provides strong leadership for a very well-motivated staff team who demonstrate a shared sense of responsibility and commitment to continuing to improve provision. Self-evaluation has identified the appropriate key areas for school development.
- All staff work very effectively together and regularly take advantage of training to enhance their work. As a result of regular monitoring and support, teaching is now good or better across the school and planning is founded on robust evidence and based on accurate data.
- The school provides an exciting and enriched curriculum experience for all its pupils. Over half the pupils are currently learning to play a musical instrument, all pupils in Key Stages 1 and 2 learn French, and pupils enjoy and look forward to their lessons in the outdoor classroom and nearby woodland area. They speak enthusiastically about the wide range of after-school activities and the recent Second World War topic when they were all 'evacuated' to and briefly billeted in houses around the village.
- Staff with responsibility for English and mathematics are closely involved in checking standards in their areas. However, leaders for other subjects are not yet sufficiently involved in analysing data or observing teaching in their subject in order to improve standards.
- The small size of the school ensures that all pupils and families are known very well by staff, and the school has very strong relationships with parents and carers. Strong links with local schools and schools further afield in Africa help to overcome the potential isolation of such a small school. These links enable staff to share their expertise and ensure pupils gain wider experiences and broaden their horizons.
- The school's promotion of equality of opportunity in all its work is outstanding. It is constantly alert to any variation in achievement and is proactive in devising initiatives to overcome any weaknesses. It makes very effective use of the pupil premium to help all pupils to achieve well.
- Local authority support has been helpful to the school. For example, the local authority supported the school in checking out and improving the accuracy of assessment and tracking data.
- **The governance of the school:**
 - provides strong support and challenge for leaders and managers
 - ensures that safeguarding procedures meet national requirements, that policies are regularly reviewed and that staff training in child protection is kept fully up to date
 - is a fully active partner in the school's self-evaluation, monitoring and improvement planning processes.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	121973
Local authority	Northamptonshire
Inspection number	395573

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Lower school
School category	Controlled
Age range of pupils	4–9
Gender of pupils	Mixed
Number of pupils on the school roll	70
Appropriate authority	The governing body
Chair	Jane Dalley
Headteacher	Mark Ratchford
Date of previous school inspection	15 January 2009
Telephone number	01832 273452
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