

# Inspection of a good school: Glapthorn Church of England Primary School

Glapthorn, Oundle, Peterborough, Northamptonshire PE8 5BQ

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Inspection date: 14 March 2023

## **Outcome**

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

## **What is it like to attend this school?**

Glapthorn Church of England Primary School is a happy, welcoming place. Pupils comment that their teachers are supportive, kind and encouraging. Pupils understand the school's core values of love, courage, creativity, faithfulness and kindness. They adhere to these closely, showing care and concern for each other.

Leaders and staff have high expectations of pupils' behaviour and achievements. The school's 'learning dinosaurs', Tryosaurus, Respectosaurus, Thinkosaurus and Explorasaurus, have been carefully constructed to combine learning behaviours with the school's Christian values.

The school has a calm, orderly and purposeful atmosphere. Pupils behave well and are respectful to each other and to adults. Behaviour is positive in lessons and around the school site. Pupils say that bullying is rare. They trust staff to resolve incidents quickly.

Parents and carers are supportive of the school. One parent, typical of many, said, 'Glapthorn Primary is not just a school, it is a community and a family.' Most parents would recommend the school.

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

The school's staff share the ambition for all pupils to achieve their best. Expectations are high for all pupils, including pupils with special educational needs and/or disabilities (SEND). Leaders have created a curriculum that is broad and ambitious. They have ensured that the curriculum in each subject starts in the early years and builds through to the end of Year 6. Leaders have identified the important knowledge they want pupils to learn and when. Teachers have strong subject knowledge and a clear passion for what they teach.

Teachers assess pupils' knowledge and understanding well in some subjects. They use this information to identify when pupils might have gaps in their knowledge. They use assessment to inform their planning. However, assessment procedures are not fully embedded or consistent across all subjects. Assessments do not always identify gaps in pupils' knowledge or check on pupils' understanding of key knowledge to inform future teaching.

Leaders have recently adopted a new early reading programme. Staff have received training to help them understand how to deliver it. There is a consistent approach, starting with children in the early years. Pupils receive reading books that are well matched to their reading development. Frequent and accurate assessments mean pupils who might fall behind are easily spotted. Teachers fill gaps in knowledge with additional phonics sessions. However, leaders need to ensure that the areas that children are finding difficult are known by all staff so that all staff can support pupils with their reading. Pupils love reading and say that their teachers encourage them to read. Leaders carefully consider enrichment activities to encourage a love of reading. For example, the school holds an annual reading festival.

Pupils who need extra help, including pupils with SEND, are well supported. Teachers identify pupils' needs and use appropriate strategies to support pupils' learning. Teaching assistants support pupils well in all aspects of school life. Leaders work well with parents and external agencies to make sure that pupils get extra help when they need it.

Children in Reception make a positive start to their time at school. They benefit from a stimulating learning environment. Children respond well to instructions from adults. The curriculum in the early years prepares children well for key stage 1.

There is a consistent approach to managing behaviour across the school. Staff understand pupils and their individual needs. Pupils behave consistently well. They are mature and respectful. This has not happened by accident. Teachers use the 'learning dinosaurs' to identify behaviours that need to be celebrated. Pupils are a credit to the school.

The curriculum extends beyond the academic. Leaders have made pupils' broader development a priority. They have a well-sequenced personal, social and emotional development programme in place. Pupils have knowledge of different faiths and beliefs and talk about these confidently. Pupils enjoy making a positive contribution to the life of the school. For example, they contribute as members of the school council and as part of the worship team. Older pupils support younger children and see themselves as positive role models.

Those responsible for governance understand the vision of the school. They support and challenge senior leaders well. Staff are proud to work at this school. They say they are well supported by leaders and the trust. Staff appreciate leaders' consideration for their workload and well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

Safeguarding leaders are knowledgeable about safeguarding. Leaders liaise well with external agencies when a pupil needs extra help to keep safe. Clear safeguarding procedures are in place to ensure that pupils are safe in school. Staff understand their responsibilities to pass on concerns about pupils. They receive appropriate training and updates.

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

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

- Assessment of the curriculum is not yet fully developed throughout the school. In some subjects, leaders do not always check effectively how well pupils acquire and remember knowledge. Leaders should establish a clear structure for the assessment of pupils' knowledge and understanding of the curriculum.

## **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 predecessor school, Galpethorn Church of England Primary School, to be good in December 2017.

## **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>	147256
<b>Local authority</b>	North Northamptonshire
<b>Inspection number</b>	10281519
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	5 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	78
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Rev James Saunders
<b>Headteacher</b>	Mrs Lou Coulthard
<b>Website</b>	<a href="http://www.glapthornprimaryschool.co.uk">www.glapthornprimaryschool.co.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school is part of the Diocese of Peterborough. The most recent section 48 inspection of this Church of England school, which is an inspection of the school's religious character, took place in 2019.
- ☒ The school does not use any alternative provision.
- ☒ The school is part of The Rutland Learning Trust.

## 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.
- The inspectors met with the headteacher, other school leaders, members of the governing body and the chief executive officer of the trust.
- The inspectors carried out deep dives in these subjects: reading, mathematics and religious education. For each deep dive, inspectors met with subject leaders, visited a

sample of lessons, spoke with teachers, spoke with groups of pupils about their learning and looked at samples of pupils' work. Inspectors also looked at pupils' books for science and history. The lead inspector listened to pupils in Years 1 and 2 reading to a member of staff.

- The lead inspector reviewed the school's systems for keeping pupils safe. A meeting was held with the designated safeguarding leader. The lead inspector scrutinised the school's single central record.
- The inspectors observed pupils' behaviour in lessons and around the school site during playtime.
- The inspectors spoke with groups of pupils and staff. The lead inspector considered the responses to Parent View, Ofsted's online survey, and the staff survey.

### **Inspection team**

Dawn Ashbolt, lead inspector

His Majesty's Inspector

Caroline Stewart

Ofsted Inspector

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