

# INSPECTION REPORT

## **CORBY GLEN COMMUNITY PRIMARY SCHOOL**

Corby Glen, Grantham

LEA area: Lincolnshire

Unique reference number: 120374

Headteacher: Mrs M Wilding

Lead inspector: Ian Knight

Dates of inspection: 17<sup>th</sup> – 19<sup>th</sup> May 2004

Inspection number: 255882

Inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
Number on roll:	131
School address:	Station Road Corby Glen Grantham Lincolnshire
Postcode:	NG33 4NW
Telephone number:	01476 550260
Fax number:	01476 550260
Appropriate authority:	The governing body
Name of chair of governors:	Mrs D Thomas
Date of previous inspection:	23 <sup>rd</sup> March 1998

## CHARACTERISTICS OF THE SCHOOL

Corby Glen Primary School is a small school that serves the village and surrounding area of Corby Glen, near Grantham in Lincolnshire. It serves an area with good socio-economic indicators. It received the School Achievement Award in 2001 and 2002, and the Basic Skills Quality Mark in 2003. Almost all its pupils are White British, with a small number of Indian pupils and pupils of mixed heritage. No pupils speak English as an additional language. The proportion of pupils with special educational needs is relatively high. The needs identified include dyslexia, social, emotional, and behavioural needs, moderate learning needs and speech or communication difficulties. The numbers of pupils joining or leaving the school other than at the usual times is about average. Although the full range of attainment is present on entry, on balance, attainment on entry is above that found nationally.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23031	Ian Knight	<i>Lead inspector</i>	Mathematics; Information and communication technology.
1311	Barry Wood	<i>Lay inspector</i>	
22285	Davindar Bhalla	<i>Team inspector</i>	English; Geography; History; Religious education; Special educational needs.
30691	Kathleen Yates	<i>Team inspector</i>	The Foundation Stage; Science; Art and design; Design and technology; Music; Physical education.

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## REPORT CONTENTS

	<b>Page</b>
<b>PART A: SUMMARY OF THE REPORT</b>	<b>1</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>3</b>
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>6</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>11</b>
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS</b>	<b>13</b>
<b>AREAS OF LEARNING IN THE FOUNDATION STAGE</b>	
<b>SUBJECTS IN KEY STAGES 1 AND 2</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>22</b>

## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Corby Glen School is a very good school** that provides excellent value for money. Pupils achieve very well by the time they leave because of very good teaching based on a good curriculum. The headteacher provides very good personal leadership, and is supported very well by her colleagues. The school is managed very well.

#### The school's main strengths and weaknesses are:

- The school's aims of 'Expect the Best and 'Children First' are being realised:
  - \* pupils achieve very well because of very good teaching;
  - \* pupils thrive in a caring and happy environment provided by a professional and dedicated staff;
  - \* the headteacher provides very good leadership and management, well supported by the governing body.
- The accommodation for children in Reception does not allow for easy access to the outdoors and there are not enough large toys for them to use in their physical development.
- The quality and range of display in the school does not celebrate pupils' work nor inspire and excite them enough.

The school has made very good improvement since the previous inspection in 1998. Achievement is much better because teaching has improved, the teaching in Reception is now good, assessment is now used very well in planning, the teaching of information and communication technology (ICT) is much improved, and the governing body now plays a much fuller role in the school's work.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	B	C	B	A
mathematics	A	A	A	A*
science	A	A	A	A*

*Key: A\* - very high; A - well above average; B – above average; C – average; D – below average; E – well below average.*

*Similar schools are those whose pupils attained similarly at the end of Year 2.*

**Pupils achieve very well in the school.** A grade of A\* in the table above means that the school was in the top five per cent nationally. Children in Reception exceed the expected learning goals and achieve well. In Year 2, standards are above expectations in English, science and ICT, and well above expectations in mathematics. Standards in religious education are as expected. These standards indicate good achievement when considered in the light of pupils' past performance and the challenge they meet in lessons. In Year 6, standards are well above expectations in English, mathematics and science, above expectations in ICT and in line with expectations in religious education, representing very good achievement.

**Pupils' personal qualities, including their spiritual, moral, social and cultural development, are progressing very well.** Pupils show good attitudes and behaviour in response to the school's very good provision for their spiritual, moral, social and cultural development. Attendance is above average, but punctuality is satisfactory.

## QUALITY OF EDUCATION

**The quality of education provided by the school is very good. Teaching is very good overall.** Good teaching and learning in Reception are based on very good planning and the good use of assessment information. Good teaching and very good planning, based on very good assessment, continue in Years 1 and 2, so that pupils work hard and productively at their tasks. However, time is not always used to its best advantage. In Years 3 to 6, teaching is very good. Teachers have a very good understanding of the needs of their class and engage pupils very well. Very good assessment is used to match tasks closely to pupils' needs. As a result, pupils learn very well.

A good curriculum underpins the very good teaching seen. However, Reception children do not have routine access to the outdoors and they do not have enough large, wheeled toys to help develop their understanding of space. The school provides very well for pupils' care, welfare, health and safety. It provides very good support and guidance, based on clear monitoring, of pupils' personal and academic development. Pupils' views are sought after and highly valued. Very good links are maintained with parents. Links with the community and other schools are good.

## LEADERSHIP AND MANAGEMENT

**The school is led and managed very well.** Very good leadership at all levels in the school promotes the high standards observed. This is supported very well by very good, rigorous management. The governing body carry out their duties well. All statutory requirements are met.

## PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very pleased with the school. They are unanimous that their children enjoy coming to school, feel staff are fair and that teaching is good. A handful has concerns about bullying or homework, but the inspection team observed no problems here. Pupils are also very happy with the school. They show a pride in it, and feel that teachers help them and make learning fun.

## IMPROVEMENTS NEEDED

**This is a very effective school with no areas of significant weakness requiring urgent attention. Nevertheless, it should:**

- Improve access to the outdoor area for children in Reception, ensuring that there are enough large toys for them to use in their physical development.
- Improve the quality of display so that it more closely mirrors the very positive ethos of the school.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning, subjects and courses

Standards are well above expectations when pupils leave the school. Achievement in Years 3 to 6 is very good; it is good in Reception and Years 1 and 2.

#### Main strengths and weaknesses

- Standards are above expectations in Year 2 and well above expectations in Year 6.
- In mathematics, standards are well above expectations in Years 1 to 6.
- Children in Reception achieve well and exceed the expected goals.
- Pupils with special educational needs (SEN) achieve well.

#### Commentary

1. In the National Curriculum tests for pupils in Year 2 in 2003, the latest for which national comparative data is available, standards were average in reading and writing, and above average in mathematics. If the school is compared only to those with a similar intake, the picture was less bright: standards were then average in mathematics, below average in reading and well below average in writing. The school took action to improve matters, and provisional results for 2004 suggest an improvement. Groups are small in this school, so trends are unreliable. There are no tests in the other core subject of science, but teachers' own assessments indicate that standards in 2003 were above average overall, although the proportion gaining the higher Level 3 was about average.

2. The table below summarises the school's standards. One 'point' represents approximately the progress expected in a term. The expected Level 2 is represented by 15 points, and the higher Level 3 is represented by 21 points.

#### **Standards in national tests at the end of Year 2 – average point scores in 2003**

Standards in:	School results	National results
reading	16.0 (15.6)	15.7 (15.8)
writing	14.5 (14.0)	14.6 (14.4)
mathematics	17.4 (15.6)	16.3 (16.5)

*There were 16 pupils in the year group. Figures in brackets are for the previous year.*

3. In the National Curriculum tests for pupils in Year 6 in 2003, standards were well above average in English and mathematics, and very high in science, that is, in the top five per cent nationally. If the comparison is restricted only to those schools with similar performance in the Year 2 tests four years ago, then the picture is even better: standards in English were well above average, and standards in both mathematics and science were very high. Standards in Year 6 have been consistently high since at least 1999. In all three subjects, a notable feature is the high proportion of pupils gaining the higher Level 5, and the low number gaining the lower Level 3, suggesting high expectations of all pupils.



4. In the table below, the expected Level 4 is represented by 27 points, and the higher Level 5 by 33 points.

**Standards in national tests at the end of Year 6 – average point scores in 2003**

Standards in:	School results	National results
English	28.8 (28.8)	26.8 (27.0)
mathematics	29.5 (30.2)	26.8 (26.7)
science	31.6 (30.9)	28.6 (30.9)

*There were 26 pupils in the year group. Figures in brackets are for the previous year.*

5. However, test results do not tell the whole story. They refer only to two year groups in a few subjects last year. In particular, they give no clue about *achievement*, that is, are pupils doing as well as they should? Inspection evidence can fill some of these gaps.

6. Children enter Reception with attainment that is just above average. The school's clear tracking mechanisms show that, following good teaching, children solidly exceed the expected goals in all areas of learning. The progress they make, and the challenge they encounter in lessons, shows they achieve well. However, this is slightly restricted by the lack of regular, routine access to the outdoors to support learning in all areas. Physical development is particularly affected by the lack of space and suitable large toys. Nevertheless, the teacher makes best use of the space and resources available so that the relevant goals are exceeded.

7. Good teaching and learning consolidate this good start in Years 1 and 2. Observed standards were above expectations in English (with reading being well above expectations), science and ICT. Standards in mathematics are well above expectations. Standards in religious education, however, are in line with expectations. There was not enough evidence to form a secure view on the other subjects of the curriculum. This represents good achievement overall, and very good achievement in mathematics. Recent improvements indicate that standards are poised for further improvement in Years 1 and 2.

8. The pace of learning becomes hotter in Years 3 to 6, and very good teaching results in very good achievement overall. Standards are well above expectations in Year 6 in all core subjects, above expectations in ICT and in line with expectations in religious education. Achievement is good in ICT and religious education, and very good in English, mathematics and science. Some problems with ICT hardware have affected the school's ability to teach this subject as effectively as it would like in the past. These appear to have been resolved now.

9. Pupils with SEN, or who are gifted and talented, are well catered for in planning. As a result, pupils with SEN achieve well, and gifted and talented pupils achieve very well.

**Pupils' attitudes, values and other personal qualities**

Pupils' attitudes and behaviour are good. Their personal development is very good. It is well supported by very effective spiritual, moral and social education, and strong cultural education. Pupils' attendance at school is good and their punctuality is satisfactory.

**Main strengths and weaknesses**

- Children in the Reception class make a good start to their school lives and have good attitudes and behaviour.
- Pupils' good attitudes and behaviour in the classrooms help them concentrate well on their work.
- Pupils aged 10 and 11 have very good attitudes and behaviour and are enthusiastic in their learning.
- Pupils' very good behaviour outside the classroom makes a fundamental contribution to the school's smooth running and sense of purpose.

- Pupils build good relationships with each other, and they work and play together with confidence.
- Pupils' maturity and self-confidence is positively shaped by the school's very good spiritual, moral, social and cultural education.
- All pupils want to attend school and enjoy the many activities.

## Commentary

10. Since the last inspection, the school has maintained attendance levels at above the national average. In the present year, attendance has improved to a very good level in all classes and less than one in twenty pupils has poor attendance. However, the recorded unauthorised absence is presently above the national average, due to the poor coding of some registers.

### **Attendance in the latest complete reporting year (%)**

Authorised absence		Unauthorised absence	
School data	4.7	School data	0
National data	5.2	National data	0.2

*The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

11. Children in the Reception class respond very well to the empathetic staff, grow quickly in confidence and build good relationships with each other and their teacher. They understand the classroom routines and show enthusiasm for trying the many activities. They enjoy discussing issues and showing their achievements. They are mesmerised by many aspects of their learning, such as when viewing 'a giant's false teeth'! Children develop good attitudes and behaviour because they make good progress in achieving their early learning goals in personal, social and emotional development.

12. The school's motto of 'Expect the Best' gives all pupils a good understanding of the headteacher's and staff's requirements. From their flying start in the Reception class, pupils aged six to eight show good attitudes and behaviour and there are few incidents of poor behaviour. Pupils aged eight to ten have good attitudes and behaviour, but some pupils are immature and have not been able to cope well with changes of teaching staff. By the age of 11, pupils have very good attitudes and behaviour, and are self-disciplined and mature beyond their years when discussing personal or emotional issues. They realise that hard work will bring them success, and they look forward to the challenge of their new secondary school. Pupils with SEN or challenging behaviour have little effect on the orderly learning in most classrooms, and in the oldest class are indistinguishable in attitudes and behaviour from other pupils. The school has not needed to exclude any pupils during the last two years.

13. Around the school, pupils behave very well and are polite to adults. They relax and play safely together without fear of bullying or harassment. They value each other's differences and contributions both in the classroom and the many clubs and activities. They show obvious respect for their environment, of which they are justifiably proud. Pupils are given meaningful responsibilities, and the school's assemblies show pupil's responsiveness and enthusiasm, for example, when acting out plays or singing the school song.

14. Pupils' academic progress is supported well by their spiritual, moral, social and cultural education. The school makes very good provision for spiritual, moral and social development, whilst the cultural provision is good. All are underpinned by very good personal, health and social education (PSHE) in the classrooms, where, for example, older pupils learn the importance of choice, and that control is within their hands. This theme is further extended through 'Independence Time' activities, which pupils greatly enjoy. The school is strong in making pupils aware of their feelings and creativity, or developing their curiosity and questioning skills. Collective worship meets statutory requirements and pupils learn about, and have respect for, the celebrations and beliefs of other faiths. The school triangle displays the difference between right and wrong, and pupils' poster work exhorts all the school family to respect each other and to be aware of bullying. However, the school

does not effectively display pupils' work to increase their self-esteem or to provoke discussion and issues. The school's ethos is very strong in valuing the individual, and nurturing pupils' confidence and self-esteem within the context of friendship and teamwork. Relationships are supportive in the school and there is obvious bonding between adults and pupils. The school is essential in the local community. Pupils have pride in their own cultural roots and traditions as well as an appreciation of art, sport, music and theatre. Although the school exists in a mono-cultural environment, it uses many opportunities to introduce pupils to learning about the multicultural world through European languages and studies of other cultures, so that pupils gain an appreciation of the mixed cultures of modern Britain.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a very good quality of education. Teaching and learning are very good, and are founded on a good curriculum supported by very good assessment. The outdoor area for children in Reception, however, is not adequate to support learning in all areas enough. Provision is very good for pupils' care, welfare, health and safety. Pupils receive very good support and guidance. The school maintains very good links with parents; links with the community and other schools are good.

### Teaching and learning

Teaching and learning are good in Reception and Years 1 and 2, and very good in Years 3 to 6. Assessment is used very well to support learning.

### Main strengths and weaknesses

- Lessons are very well planned to meet the needs of all.
- Pupils are routinely challenged beyond their comfort zone and so learn very effectively.
- Pupils' independence is promoted well.
- Lessons proceed with a brisk pace to learning.
- In a few lessons, time is not managed well or too many activities are attempted.

### Commentary

#### Summary of teaching observed during the inspection in 25 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
2	5	13	5	0	0	0

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.*

15. Throughout the school, very clear assessments are kept of pupils' achievements. These relate to all subjects of the curriculum and to pupils' personal development and maturity. This long-term tracking is supplemented by teachers' observations and marking in lessons. Regular and rigorous assessment means that teachers have a clear idea of the capabilities of all pupils in the class and are able to ensure that the tasks are planned very well to match the needs of individuals. As a result, all pupils, including those with SEN or who are gifted and talented, are challenged well beyond their comfort zone. They rise to this challenge and make very good progress in lessons and learn very well.

### Example of outstanding practice

#### **A Year 6 English lesson that explored and identified similarities and differences in themes in the range of writing by Anne Fine.**

The class had previously read Anne Fine's 'Bill's New Frock' and found it funny. Today, they re-read it with the teacher. She asked carefully focused questions that enabled the class to demonstrate their understanding of gender roles and society's expectations of us. Now the class read an extract from another of Anne Fine's books. The teacher's in-depth understanding, reflected in her skilful choice of texts, really made pupils think deeply, moving beyond the text's surface and developing very well their skills of inference. During the discussion, pupils realised that each of these texts has a similar 'twist': Bill learns what it is like to be a girl, and characters in 'Crummy, Mummy and me' learn what it is like to be older. The teacher wasted no time sorting the class into work groups. Her very clear instructions enabled all to start their task without delay. Tasks were skilfully designed to ensure that most pupils worked independently on meaningful activities while the teacher worked intensively with one group, carefully questioning and discreetly leading pupils and their thoughts. A highly successful whole-class session rounded off the lesson. Having studied two of Anne Fine's texts, pupils were presented with the challenging task of deciding whether another text, read by the teacher, was also by her based on their understanding of her style.

16. The school works hard to promote pupils' independence in learning. This is shown in the above example. The emphasis begins in Reception and continues throughout the school. Whenever possible, teachers expect pupils to work by themselves, and they happily do so. A new initiative, introduced this year, is regular 'Independence Time', supervised by a teaching assistant, in which pupils choose from a 'menu' of activities set by the teacher, who is able to use this time for valuable preparation and marking. As a new initiative, there are still wrinkles to be ironed out, but it is proving valuable in enabling teachers to plan well and in allowing pupils some control over their own learning.

17. One of the reasons for the very good learning, especially in Years 3 to 6, is the pace at which lessons move. Teachers are very skilful at judging the optimum speed for a lesson so that time is not wasted, but learning is still in depth. This is supported by the very good relationships that teachers and other adults strive to engender in classrooms, so that the very effective management of behaviour is invisible.

18. A few lessons observed, whilst still satisfactory, lacked this sparkle. In these lessons, time was not managed well enough so that lessons ended prematurely, or the teacher tried to cover too many objectives, leaving pupils unsure about what they were to do, slowing the pace of learning.

### **The curriculum**

The curriculum is good and is considerably enriched by extra-curricular activities. All pupils have equal access to all curricular opportunities provided.

### **Main strengths and weaknesses**

- Planning of the curriculum is good.
- Pupils have very good opportunities to take part in extra-curricular activities.
- Outdoor provision for children in Reception is unsatisfactory.

### **Commentary**

19. With the exception of the outdoor arrangements, the curriculum planned for children in Reception is good and meets their particular needs well. The good balance between activities arranged by the teacher and assistant, and those chosen by the children, ensures that children learn at a good rate and achieve well in all areas of learning. This is an improvement on the findings of the previous inspection report.

20. For infants and juniors, including those pupils who have SEN, the curriculum offered is good. The small numbers of pupils in each year group make it essential that planning is precise so that all pupils progress appropriately. All planning is designed to promote pupils' thinking skills and to make learning enjoyable. This is achieved successfully. Links to other areas of the curriculum are also diligently planned for and heighten pupils' awareness. In science, for example, pupils in Year 2 demonstrated understanding of magnets by vivid illustrations and detailed writing about how magnets attract or repel. Higher attaining pupils, including the gifted and talented, have a curriculum that challenges them and allows them to make good progress. For lower attaining pupils, and those with SEN, work is suitably adapted to meet their needs and access to the curriculum is good, fully meeting legal requirements. The support these pupils receive helps them to tackle their work with confidence and to make good progress.

21. There is a very high level of participation from both boys and girls throughout the school in a very good range of extra-curricular activities, which further enriches the whole curriculum. Pupils enjoy these activities immensely and parents are very supportive. A good level of outside support, together with a high level of staff commitment, enables football, cricket, tennis, netball and cross-country running to be enjoyed. The school regularly competes in small school league matches that enhance social as well as physical skills. Art clubs are held weekly for all pupils as are ICT clubs, where the very good ratio of computers to pupils ensures they have good opportunities to develop their skills. Recorders and choir clubs are well attended, and support from the Lincolnshire Schools Music Service enables pupils to participate in the playing of several instruments. Upper juniors enjoy Spanish and French lessons that raise pupils' cultural and geographical awareness whilst supporting a confident transfer to the local secondary schools.

22. Theme days, for example workshops in art, writing, drama and Egyptian dance, often using expertise of external companies, bring history and other cultures to life and, consequently, pupils develop a better understanding of life in the wider world. Visits to places such as the local Belvoir Castle Estate give pupils good insights into hunting, shooting, fishing and forestry activities. As a result of their visit, they were able to engage in a lively and informed debate on the tradition of fox hunting. Older pupils have the opportunity, during residential visits, to take part in adventurous activities when they visit Aylmerton, Norfolk and study a contrasting environment.

23. The accommodation and resources are satisfactory, except for outdoor provision in Reception, where learning is restricted. There is insufficient free flow access to a safe outside area where Reception children can develop their skills across all areas of learning. The lack of outdoor play equipment restricts the opportunities available for children to develop their physical skills.

### **Care, guidance and support**

The school's care, welfare and health and safety procedures are highly effective. The school provides pupils with very good support and advice. Pupils feel very involved in the work and development of the school.

### **Main strengths and weaknesses**

- The headteacher, staff and governors are very vigilant in protecting pupils from dangers inside and outside the school, so that they feel secure.
- The headteacher and staff give a high priority to the pastoral care of their pupils, in order that they can do their best.
- The PSHE lessons give outstanding encouragement to older pupils to develop strategies for self-protection.
- The headteacher and staff have a very good knowledge of their pupils through very good tracking of their academic capabilities and their personal development.
- The school makes very determined efforts to listen to pupils and allow them to participate in its development.

## **Commentary**

24. The school has strengthened many strands of this aspect since the last inspection. Policies and procedures are well defined and thoroughly implemented by diligent and caring staff. The headteacher has a strong sense of purpose of caring for pupils. She expects her staff and parents to consistently focus on the values of 'Children First' but, in turn, she also 'Expects the best', and really wants all pupils to release their full potential.

25. Child protection procedures conform to Lincolnshire and statutory guidelines. Staff training is up to date and the school is very vigilant to risks to children. Consistent with its values of helping pupils to protect themselves, the school displays the 'Childline' telephone number. Additionally, teachers discuss issues and develop protection strategies with older pupils, and these lead to some outstanding and thought-provoking lessons. The school undertakes regular audits of the school premises and risk assessments for the many outside activities are in place. The school is a safe place, as shown by the few minor accidents recorded. Procedures in the event of accidents and for the dispensing of medicines are rigorously implemented.

26. Pupils experience the school's culture of high expectations through the strong behaviour procedures. These are not rigid in their application, but rely more on a mutual respect between teacher and pupil so that self-discipline is an expectation. In most cases, these procedures have a positive impact and progress is evident during a pupil's stay in the school. However, a small minority of boys between the ages of eight and ten are not always able to cope with the more flexible approach, particularly where there has been a change of teacher. Outside the classrooms, adults successfully anticipate and prevent any threatening behaviour so that pupils feel safe in a calm environment.

27. The headteacher and staff give the highest priority to the pastoral care of all pupils. Pupils feel totally secure that they can trust their teachers and other adults to listen with a sympathetic ear to their problems and anxieties. Many pupils talk easily about their enjoyment and happiness in coming to the school, and the fun of learning in a safe environment where they have firm friends. Pupils new to the school are quickly integrated into the school family, through caring and thoughtful actions of staff and pupils.

28. The arrangements for assessing pupils' attainment and progress are very good. Teachers have a very good understanding of assessment procedures and they develop comprehensive written records of pupils' academic and personal development, which track their progress through the school. Pupils are well aware of their individual academic and non-academic targets, which are developed with their teachers and parents. Hence, all pupils feel that they are given very good feedback throughout the year and that they can influence their performance. Pupils with problems are soon identified, and there is good feedback and discussion of issues between the teachers and the headteacher at internal staff meetings, where strategies are structured to the individual pupil. Pupils with SEN are well identified and individual educational plans are developed between teachers, parents and pupils, which are well used to focus on key issues for the pupil.

29. The school has a very good record in consulting with pupils on wider school issues that affect them. Pupils consciously rejected a school council. They feel that they can register their views better through a variety of devices, such as in-class discussions, fair-play weeks, annual questionnaires and ideas boxes. They have developed ideas for playtime, behaviour zones and the trim trail, which are part of the school development plan.

## **Partnership with parents, other schools and the community**

Parents have a very good level of satisfaction with the school and the education it provides. The partnership between the school and home is very good. The school's links with the community and other schools are good.

## **Main strengths and weaknesses**

- Parents are very happy with all aspects of the school and greatly appreciate the headteacher's and staff's vision for their children's education.
- The very good partnership with parents makes a highly effective contribution to their children's learning and involvement in school life.
- The headteacher and staff work very hard to be approachable to all parents and take their views into account in the school's development.
- The school provides parents with good information on the education of their children.
- All pupils benefit greatly from the school's good participation and relationships in the local community.
- The school has good relationships with the local primary and secondary schools.

## Commentary

30. The headteacher gives a high priority to the school's relationships with parents and has developed a common purpose with parents of 'Children First'. All aspects of the partnership with parents have improved since the last inspection and parents are more satisfied with the school's provision, especially homework, extra-curricular activities, values and attitudes, and information on progress. They feel privileged to be part of the school and many make a positive daily travelling commitment to have their child attend.

31. There are no areas of the school with which parents are dissatisfied, although a small number had some concerns over pupils' behaviour. This was judged by the inspection team as good. However, there is a small pocket of boys with immature behaviour, aged eight to ten, who have affected the views of some parents. The headteacher is determined to be approachable to parents to allay their concerns, which has kept concerns at minimal levels. Parents feel that the school respects and values their role, and many at the school gate used words like, 'fantastic', or 'excellent'.

32. Information for parents is good and represents the essential character of the school. Annual reports to parents are comprehensive statements of what children can do in all National Curriculum subjects, and contain academic targets for the future year. However, there is no report on the pupil's performance against prior targets in the present year. Reports are supplemented by pupils' own written reviews of their year at school. Parents feel comfortable with the opportunities they have for engaging with school, and recognise the feedback and descriptions of their children and their achievements. They enjoy an informative newsletter, 'Our School Matters', and the school website is increasing its scope to give parents help in supporting children's learning.

33. Parents have signed the home-school agreement and fulfil their pledge by ensuring their children's attendance and by assisting them with homework. The school has been proactive with parents in discussing how they might help their children, and by explaining new education strategies and initiatives. Many parents help in the school and all parent-governor positions are filled enthusiastically. Most parents attend the many school functions. The Parent Teacher Association is vibrant in involving parents and pupils in social events and fund raising. Parents are asked for their contributions to the school's development through questionnaires, and feel that they are well consulted.

34. The school has good relationships with the local community and is seen as a major asset of the village. It wants to earn a high profile and reputation for excellence in the community. Pupils benefit greatly from the close ties, which give them additional activities and awareness of their local culture, such as the annual sheep fair. The school uses the local churches well for the major Christian festivals, and the ministers in turn support the school well through visits for assemblies and as part of school life. The churches, the village's buildings, local estates and the adjacent countryside are important resources for the practical teaching of some subjects of the National Curriculum. People from the local community are welcomed into the school to support pupils' spiritual and cultural development.

35. The school has good links with other similar local primary schools that also have a village community ethos. They have together developed a healthy schools cluster, and promoted sporting leagues and physical education. The school feeds a large number of secondary schools, which can lead to a complexity of parental choice, but the school endeavours to guide parents to a secondary school that is tailored to their child's needs. It has significant relationships with many of these secondary schools, which have helped the school with shared ICT equipment, curricular development and joint bids for additional resources. The local village playgroup has a good working relationship with the school.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management of the school are very good. The governing body operates effectively in its roles. Leadership at all levels in the school is very good, and the school is managed very well.

### **Main strengths and weaknesses**

- Very good leadership at all levels in the school ensures that the school's aim of 'Expect the Best' is realised.
- The school's performance is closely monitored and very effective action taken as necessary.
- The headteacher and governing body have a very good understanding of the school's financial position and educational priorities.
- The governing body is insufficiently involved in using best value principles to review the school's operation and performance.

### **Commentary**

36. The headteacher provides very good personal leadership to the school. She leads with passion and commitment, and with a clear vision of excellence that is expressed in the school's aims of 'Expect the Best' and 'Children First'. An immediate consequence of these aims is the very good concern for the needs of all individuals in the school community, including pupils, staff and parents. All staff subscribe to this vision of excellence and work towards it in their own areas of responsibility. In lessons, this is clearly visible as teachers plan to challenge all in the class. As subject leaders, too, staff work hard to ensure that standards are as high as possible, and this is reflected in the standards reported above and the improvements in, for example, ICT. The staff team, including teaching assistants, site manager and administrators, work coherently with a single purpose in mind, and this is the bedrock on which the school's performance is based. The school development plan is the result of considerable consultation, and its targets are listed in order of priority. The number of targets is manageably small, but all reflect the school's continuing commitment to excellence.

37. In a small school with a close-knit staff such as this, it would be easy for staff to say that formal systems were not necessary. However, the school recognises that rigour in management is also required if high standards are to be maintained. The very rigorous assessments are one aspect of this, so that everyone on the staff can know just how well each pupil is doing academically, and in their personal and emotional development. This means that realistic, but challenging, targets for performance can be set and largely achieved. Explanations are sought and action taken as necessary if there appears to be underachievement by individuals or groups. Such action has been instrumental, for example, in recently improving standards in Year 2. Teachers and teaching assistants are supported by a very effective performance management system that is coherent. Observations of teaching are carried out very regularly with useful constructive criticism resulting. All data is used to enable the school to deploy staff very effectively and play to their strengths whilst supporting any temporary difficulties.



38. The school's finances are managed very competently. The headteacher and the governing body have a very good understanding of the school's financial strategy. Since the last inspection, they have operated cautiously and prudently, and have formulated a strategy of maintaining stability in their village school, in order to protect against the consequences of any fall in the number of pupils on roll. As a result, they have implemented budgets that have maintained a high level of carry forward each year. However, budget forecasts for the next three years indicate a reducing balance in line with national recommendations. The school has applied the principles of best value well, but these are practised through the efforts of the headteacher alone, as there have not been enough opportunities for governors to be fully engaged in the process. The costs of educating each pupil are well below national averages for small schools. When the very good standards, the very good quality of education, the very good leadership and management of the school, the very good improvement since the last inspection and the very good ethos of the school are considered against the low cost of educating each pupil, the school gives excellent value for money.

***Financial information for the year April 2002 to March 2003***

<b>Income and expenditure (£)</b>	
Total income	242,365.00
Total expenditure	246,939.00
Expenditure per pupil	1,991.00

<b>Balances (£)</b>	
Balance from previous year	27,700.00
Balance carried forward to the next	23,126.00

## **PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS**

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

39. Reception children are taught alongside a few pupils from Year 1 in a classroom where staff cater well for the needs of all pupils. On entry to school, attainment of the majority of children is just above the expected level. By the end of the year, most children will reach the expected standards in all areas of learning and many will exceed these levels.

40. Teaching and learning are good. This represents an improvement since the previous inspection when the teaching was unsatisfactory. Both the teacher and the teaching assistant have a good knowledge of how young children learn. They work very well together to provide the children with a stimulating environment where there is a good balance between activities that are directed by the teacher and those in which children can make their own choices. Staff observe children carefully and use the results of assessment well to plan for the next stage of their development. Children's attitudes to learning and their behaviour are good and they achieve well.

41. There is no suitable, secure outdoor area where children may develop their skills in all areas of learning. There is also a shortage of outdoor play equipment and a suitable storage area. As a result, children do not have regular opportunities to play on wheeled toys and climbing apparatus. The school has recognised this, and it appears in the school development plan for action.

42. Leadership and management are good and the induction procedures for children starting school and moving into Year 1 are good.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

Provision in personal, social and emotional development is **good**.

#### **Main strengths and weaknesses**

- Staff enjoy very good relationships with children.
- Children's attitudes are positive.

#### **Commentary**

43. Teaching and learning are good and all children achieve well. The teacher and support assistant provide good role models for children: they have high expectations of behaviour and relate very well to all the children. Children know the daily routines well, and develop good levels of concentration. They enjoy coming to school, and are confident and happy. Adults consistently encourage children to share and show consideration for others, and are duly rewarded by the children who behave well and respond positively to the caring ethos of the class. Resources are well prepared and all children show respect for school equipment, tidying up efficiently at the end of lessons. They learn to take turns, and share and co-operate well when working on the computer, playing with Lego or in the role-play corner. All children are given due encouragement and praise to raise their self-esteem. They show pride in their work and enjoy taking responsibility for their own learning.

## **COMMUNICATION, LANGUAGE AND LITERACY**

Provision in communication, language and literacy is **good**.

### **Main strengths and weaknesses**

- Planning is very thorough.
- Staff place a high emphasis on developing speaking and listening skills.

### **Commentary**

44. Teaching and learning in this area are good, and all children achieve well. Most are on course to achieve the expected levels, while some of the more able children are already working within the early levels of the National Curriculum. Children enjoy listening to stories that are read with great expression by the teacher and teaching assistant. All children are given good opportunities to contribute to class discussions and they confidently share their experiences with adults and their peers. Good opportunities are provided for children to learn new vocabulary, for example, when a child described his recent visit to Nene Valley railway. The whole class listened intently about how steam trains work, and then they examined and discussed the difference between 'Family tickets' and those issued for 'Senior Citizens'. Although a few children recognise only a few sounds, most children recognise frequently occurring words in text and the more able children read simple books confidently. They make good attempts at writing simple sentences neatly.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Explanations are clear.
- Questions probe children's understanding well.

### **Commentary**

45. Teaching and learning are good. As a result, all children achieve well. Resources are very well prepared. Adults give clear instructions and question children well at all stages of their learning to check their understanding. In this way, the more able are quickly moved on to more difficult work, while the less able children are given extra support. Children can operate the computer successfully, for example to compare and order the number of bottles. More able children use very good mathematical language, for example, when talking about 'medium-sized' containers. They understand the importance of measuring accurately and select the best methods of measuring small and large areas. They confidently count backwards and forwards to 30 and understand 'one more than' and 'one less than'. They mentally calculate simple problems involving addition and subtraction. Less able children are encouraged to describe an object in terms of its length and to make relevant comparisons with others. They are beginning to recognise numbers from five to ten.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

Provision in knowledge and understanding of the world is **good**.

### **Main strengths and weaknesses**

- Health and safety is promoted well.
- Practical demonstration aids learning.

### **Commentary**

46. Children achieve well and the standard of their work is good. Teaching and learning are good. In the lesson seen, good use was made of a visit to the local church, where children became aware of some of the features that make it a special place for Christians. Due attention was given to health and safety issues during the demonstration in which children gained an understanding that lighted candles represent Jesus as the 'light of the world'. All children used their senses well to detect the smell of burning and more able children noticed the dripping of the wax and compared the differences in speed of wax melting in candles of different height and thickness.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **satisfactory**.

### **Main strengths and weaknesses**

- The outdoor provision is inadequate.
- Pace of learning is brisk.

### **Commentary**

47. The outdoor area, which leads from the Reception class, is too small and it is not secure. There are not enough wheeled toys on which children may develop their physical skills, nor is there any large apparatus upon which children may climb. Adequate supervision of the children under the current arrangements is a constant concern. However, in the lesson seen in the main playground, children achieved well. They demonstrated good co-ordination as they improved their control over a ball by throwing, catching, dribbling and passing. They were very well behaved and concentrated very well on the sloping playground that presented even more of a challenge. All children were confident to arrange themselves in pairs, and then fours, in preparation for team games, when they sensibly took turns at being the leader. The teacher's clear instructions, good questioning and high expectations ensured the pace of the lesson was brisk and standards achieved were high.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **good**.

### **Main strengths and weaknesses**

- Learning is exciting.
- A good range of activities is provided to develop skills.

## Commentary

48. Children achieve well and the standard of their work is good. Teaching and learning are good. The teacher uses her voice well and makes learning exciting, so that all children are mesmerised and tackle their activities enthusiastically. They use their imagination well in role-play. In their challenge to produce a collage of flames, the teaching assistant encouraged the less able to use descriptive words as they chose from a good range of coloured paper to illustrate their feelings. More able children confidently created spectacles from pipe cleaners to fit a doll and, at the end of lesson, children took responsibility for clearing away.

## SUBJECTS IN KEY STAGES 1 AND 2

### ENGLISH

Provision in English is **very good**.

#### Main strengths and weaknesses

- Standards are high.
- Teaching is good, with some exemplary practice.
- Leadership of the subject is very good.
- Standards in handwriting and presentation do not always do justice to the quality of the content and, in some cases, detract from pupils' well-expressed ideas.
- There is not enough celebration of pupils' work on display in and around the classrooms.

## Commentary

49. Standards throughout the school are well above national expectations in reading and writing, and above expectations in speaking and listening. In Year 2, standards overall are above expectations, representing good achievement; in Year 6 standards overall are well above expectations, representing very good achievement.

50. Standards in speaking and listening are good and the school has appropriate plans to give this aspect more emphasis for further development. Although medium-term planning includes opportunities for speaking and listening, this is not always transferred through to short-term planning. Despite this, however, pupils speak with confidence and can express themselves appropriately in a range of situations. Pupils in Year 6 show a good command of spoken language.

51. Pupils in Year 2 read with accuracy and expression, and use mainly phonic strategies to read unknown words. They talk with enthusiasm about their reading, and show a love of books. Their understanding of fiction and non-fiction books is good. Pupils in Year 6 are fluent, expressive and independent readers. They discuss and justify their choice of reading materials. The more able pupils apply inference skills and read beyond the words on the page. Their skills to use a wide range of non-fiction materials help them to carry out research for other subjects.

52. Pupils in Year 2 write for a range of purposes, for example, writing instructions or an invitation. In Year 6, pupils' work shows a good understanding of the features of the main text types. Examples of work on 'Smacking' show a good use of the appropriate features of the text type 'Argument'.

53. Although generally standards in writing are good, handwriting and presentation are sometimes not consistent with the good quality of the content. Indeed, sometimes the presentation of work detracts from otherwise good writing. The good writing produced by pupils stays in their books and folders and is not displayed widely, which is a missed opportunity to share and celebrate achievements as well as to demonstrate the wide range of writing activity in the school.

54. Children with SEN have their objectives included in the short-term planning. This means that each lesson aims to provide appropriate support to enable pupils to make progress.

55. Teaching in English is good, with some exemplary practice. A particular strength is in the planning, which takes good account of the needs of different pupils and forms an important part of the planning and assessment cycle. Relationships are always at least good, especially in Years 5 and 6, where pupils respond in a positive way to each other and to the teacher. Strong features of teaching include good pace, challenging questions and well-designed group tasks.

56. Leadership of the subject is very good. The co-ordinator provides a very good role model and leads the subject with passion and enthusiasm. She has very good understanding of the requirements of the National Literacy Strategy and has led staff development, resulting in better teaching and higher standards.

### **Language and literacy across the curriculum**

There are good examples of links with other subjects of the curriculum. For example, infant pupils are to produce leaflets on the 'Seaside' following work in English and geography. There is also evidence of literacy supporting work in history and ICT. Overall this is satisfactory, but there remains potential to exploit extended writing opportunities in history and geography.

## **MATHEMATICS**

Provision in mathematics is **very good**.

### **Main strengths and weaknesses**

- Standards in mathematics are high throughout the school.
- Teaching is very good, so that pupils achieve very well.
- The co-ordinator leads and manages the subject very effectively.

### **Commentary**

57. Standards observed in this inspection are higher in Year 2 than the National Curriculum test results from 2003 would suggest. Early indications suggest that standards in this year's tests will be rather higher too. Standards throughout the school are well above expectations. Pupils in Year 2 are learning their times tables, with the most able being comfortable with the 3-, 4- and 5- times tables. All are secure in their knowledge of number bonds and the beginning of fractions. In Year 6, even the weakest pupils are achieving the nationally expected standards, showing a clear understanding of algorithms for multiplication and division, and an appreciation of negative numbers. They can use formulae to find the areas of rectangles and triangles.

58. The reason for the high standards reported above is the very good teaching. The analysis of completed work shows that work is carefully planned for the individual and very good progress is made. This is reflected in the classroom. For example, in one lesson introducing pupils in Year 6 to proportion, pupils were keen to answer the teacher's questions. They were confident enough to offer their thoughts without being concerned that they might be wrong. Lessons in which pupils are confident participants are typical, and one of the reasons why they are able to achieve so well. In some classes, pupils are encouraged to assess their own work, indicating how confident they are with a particular topic. This information is used very well by teachers in planning the next stages.

However, the quality of display in classrooms does not reflect the very real excitement in them. Pupils' work is not routinely celebrated, nor are they challenged and inspired by the quality of display in their classrooms.

59. The co-ordinator has taken on this role only recently, but has made a very good start. She has attended courses to update her own knowledge and rigorously analysed data and monitored teaching and learning. This has led to useful individual feedback as well as discussion about general features in staff meetings.

### **Mathematics across the curriculum**

60. Teachers take opportunities to ensure that mathematics is placed in context. This happens in mathematics lessons, for example when addition and subtraction was motivated by the use of coins, totalling purchases and giving change. However, it also happens in other lessons like science and geography when pupils' very good graphing skills also come to the fore.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- Standards are high.
- Very good emphasis is placed on the development of investigative skills.

### **Commentary**

61. Standards in science have risen since the last inspection. They are above expectations in Year 2 and well above expectations in Year 6. Infant pupils achieve well, and achievement in the juniors is very good. Pupils with SEN achieve well because their needs are met well in lessons.

62. The school emphasises the development of pupils' scientific 'Thinking skills' and allows pupils time to express their thoughts and findings. Activities are frequently practically based, and techniques such as 'brainstorming' involve pupils well in collaborating closely, so that learning is fun and meaningful.

63. Overall, teaching and learning are good throughout the school. When teaching is very good, lessons are meticulously planned, and pupils are highly motivated. This happened in a lesson for pupils in Years 5 and 6 when they used a good range of high quality resources to research how differences in body size may affect running at speed. The work was very demanding and pupils displayed very positive attitudes, organised themselves well and showed empathy to their less articulate peers by ensuring they were included in discussions. Pupils worked diligently as they readily responded to the teacher's high level of questioning, and then made precise observations, comparisons and measurements. Routines for recording are very well established, and presentation of their findings in a 'data capture' chart was done to a very high standard. Detailed written explanations confirm that most pupils are working above the expected level.

64. However, on the few occasions when teaching is no more than satisfactory, the teaching methods do not fully engage or enthuse pupils and lead to unsatisfactory achievement. Explanations and instructions are not given clearly and time is not well used, so that pupils are not involved enough in their learning.

65. The subject leader monitors planning to ensure the curriculum pupils are taught is entirely appropriate.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in ICT is **good**.

### **Main strengths and weaknesses**

- There has been significant improvement since the last inspection under the leadership of the headteacher.
- Teaching and achievement are good.
- Problems with hardware and software have restricted the progress that could be made in some areas.

### **Commentary**

66. At the time of the last inspection, standards and teaching of ICT were unsatisfactory and were made the subject of a key issue that the school was obliged to address. New equipment and training helped to raise staff confidence, so that standards are now above expectations and teaching is good. This represents very good improvement over the situation at the time of the last inspection. Pupils in Year 6 record their work in exercise books as well as on the computers, and their writing shows a good understanding of, for example, how to use simulations to optimise traffic light sequences. They have also looked critically at how information is stored and presented on, for example, CD-ROMs.

67. Only two lessons could be observed, which confirm a judgement of good teaching and learning. In one, pupils were thinking about how to define a database on their class that would be useful to a temporary teacher. They worked in groups very effectively to brainstorm their ideas. This pacy section of the lesson also promoted pupils' skills of general learning and those of working in teams. They later worked very effectively in random pairings as they entered information into their databases.

68. However, some areas have been restricted by problems with the system's infrastructure, mainly the use of email and the Internet. This has also caused problems in saving work, so that meaningful portfolios of work are only now able to be constructed. This, in turn, has made monitoring of the subject more problematic. However, under the headteacher's guiding hand, these problems have now been rectified and the school is in a position for further substantial improvement, as shown by the current focus in the school's development plan.

### **Information and communication technology across the curriculum**

69. Learning in a number of subjects is supported by the skilful use of ICT. In the lesson on databases mentioned above, for example, some pupils explored a painting program originally designed for use in secondary schools, and produced some very mature abstract works. In science, temperature probes have been used to monitor and graph the temperature changes when ice melts or when water boils in a safe way. The ice experiment was able to continue over several hours as the computer tirelessly graphed the variations.

## **HUMANITIES**

70. It was not possible to make overall judgements on history and geography during the inspection because no lessons could be observed. The quality of the work actually seen in books, folders and on display was in line with expectations. Pupils in Year 2 show an understanding of chronology and make comparisons about hospitals in the past and now, for example, when looking at the life and work of Florence Nightingale. They have some understanding of Islands and the Seaside following their studies in geography. Pupils in Year 6 show an understanding of the characteristic features of 'The Greeks' and use ICT to research events and people.



## Religious education

Provision in religious education is **good**.

### Main strengths and weaknesses

- Good improvements have taken place since the last inspection, with a significant contribution made by energetic and enthusiastic leadership.
- Standards throughout the school are now in line with the expectations of the locally Agreed Syllabus.
- Pupils show very positive attitudes and a lively interest in the subject.
- Display in and around the classrooms does not celebrate pupils' work or show artefacts relating the religions studied in the school.

### Commentary

71. Standards throughout the school are in line with the expectations of the locally Agreed Syllabus. Pupils in Year 2 know of some stories from the Bible, are aware of the main Christian festivals and make a good attempt to make connections with themes such as 'belonging'. Pupils in Years 5 and 6 have an awareness of Christian festivals, have studied aspects of the Bible and recall some facts about Islam. They have a basic knowledge of festivals of other religions. For example, they can recall work on Diwali and know that it is a festival celebrated by Hindus. In a lesson for pupils in Years 4 and 5, pupils showed a lively interest in learning about the importance of Hajj to Muslims and could clearly demonstrate new learning by the end of the lesson. This is an improvement since the last inspection, and pupils' achievement is now satisfactory.

72. Only one lesson could be observed, where teaching was very good, and showed a good use of methods and resources to encourage and motivate pupils. The pace was very good, as was the task set for the pupils, following input from the teacher and a video. Pupils worked well, showed good attitudes, and obviously learned something new.

73. The enthusiastic and energetic co-ordinator has led the improvements in the subject. Since the last inspection, more resources have been made available for teachers and there is some specialist teaching by the co-ordinator in parts of the school. Artefacts, wall charts, videos and CD ROMs provide good sources for information and the school is aware that visits and visitors can further enhance teaching. Appropriate plans are in place to fill this gap. A very good portfolio showing assessed work is in place, and is a good reference point for staff. Some very thoughtful responses by pupils are documented as evidence, and this is good practice.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design, design and technology, music and physical education were sampled and no secure overall judgements can be made on provision or standards.

74. In **art and design**, work on display and discussions with pupils show that they have satisfactory opportunities to use a range of media and materials. Year 2 pupils speak enthusiastically about the collage they have completed on the Great Fire of London. Paintings on display show average skills in using paint and pencil. Throughout the school, displays lack clear labelling to celebrate pupils' achievements. They give little information about the techniques used, nor do they excite or inspire pupils or visitors to stop and look to investigate their content.

75. In **design and technology**, discussions with pupils and an analysis of work show that pupils work with a suitably wide range of materials. They explain clearly how they have designed, made and evaluated products such as packaging, and know the importance of interlocking procedures and correct assembly.

76. In **music**, there are very good opportunities for pupils to participate in a wide range of instrumental tuition provided by the Schools Music Service. In addition to this, the school provides clubs for recorders at three levels of ability. A school choir enables pupils to take part in the Grantham music festival and school productions, such as the Music Extravaganza presented to parents by the majority of pupils, provide good opportunities for music to be linked with drama.

77. In **physical education**, only one lesson was observed and, in that lesson, the quality of teaching and learning was good. Pupils in Years 5 and 6 achieved well as they developed consistency of action in throwing, receiving and retrieving a ball. They were given independence to adapt rules to suit their team as they increased the number of techniques used. They worked very well together to negotiate roles and make decisions in a mature manner. There are very good opportunities for pupils to experience competitive sport and to engage in external coaching, for example in soccer, cricket and tennis.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

77. The school provides a variety of means for pupils' PSHE to take place. The twice-weekly 'Independence Time' gives pupils regular opportunities to organise their own work. Timetabled lessons also make a substantial contribution and ensure that important areas are covered.

### **Example of outstanding practice**

#### **An outstanding personal, social and health education lesson helped pupils come to terms with issues about personal safety.**

Corby Glen Primary School wants pupils to recognise that they have choices, but that control remains in their hands. The teacher encouraged pupils to think about where they feel safe, or feel scared, and they responded sensibly and frankly in discussing their emotions. She introduced pupils to the concept of a 'safety continuum' and enabled them to recognise where they are positioned on that continuum in varying situations. She talked earnestly about the early warning signs of getting into a situation they do not like - an 'ugh moment.' In the classroom, she challenged pupils' courage by asking volunteers to put their hand into a bag and pull out the 'live' contents. She then asked them to work in groups to draw how they felt about their experiences as either a volunteer or as an observer. Pupils worked creatively together and, although occasionally embarrassed when describing the change in their body functions, used accurate scientific vocabulary to eagerly communicate their thoughts to the class. This was an outstanding lesson and clearly demonstrated the value of challenging pupils to move out of their comfort zone to develop a greater understanding of themselves.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>2</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	1
<b>Overall standards achieved</b>	<b>2</b>
Pupils' achievement	2
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	2
<b>The quality of education provided by the school</b>	<b>2</b>
The quality of teaching	2
How well pupils learn	2
The quality of assessment	2
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>2</b>
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	2

*Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).*