



Great Corby School

Inspection Report

Unique Reference Number 112109
LEA Cumbria
Inspection number 278851
Inspection dates 11 January 2006 to 12 January 2006
Reporting inspector Mr Andrew Margerison

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

Type of school	Primary	School address	Great Corby
School category	Community		Carlisle
Age range of pupils	4 to 11		Cumbria, CA4 8NE
Gender of pupils	Mixed	Telephone number	01228 560399
Number on roll	52	Fax number	01228 560399
Appropriate authority	The governing body	Chair of governors	Mrs Deirdrie Brown
Date of previous inspection	1 January 2001	Headteacher	Mrs Edith Graham

Age group	Inspection dates	Inspection number
4 to 11	11 January 2006 - 12 January 2006	278851

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by an additional inspector.

Description of the school

The school is a small primary school situated in the village of Great Corby near Carlisle. The area is socio-economically above average. The proportion of pupils with learning difficulties is well below average. No pupils are eligible for free schools meals. Virtually all pupils are white-British and no pupils have English as an additional language. Children start school with standards broadly typical for their age although their personal and communication skills are good. The number of pupils on roll has fallen slightly since the last inspection and, as a result, the number of classes has been reduced from three to two.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school that provides good value for money. Inspection evidence confirms the school's view of its own performance. As a result of good leadership at all levels the school has improved well since the last inspection. The weaknesses identified in the Foundation Stage, teaching and the curriculum have been completely eradicated. Provision in the Foundation Stage is satisfactory so pupils make steady progress. Good teaching in Years 1 to 6 helps pupils achieve well and reach above average standards in Year 6. Pupils develop good personal skills. Their attitudes and enthusiasm for learning are outstanding. Pupils achieve very well in English because they have many opportunities to use their literacy skills in all subjects, but not enough activities are planned for them to use their numeracy or information and communication technology (ICT) skills in lessons. As a result, their progress is not as good in all aspects of mathematics, science and ICT. The headteacher and governors have established good procedures to identify areas for further school improvement, but the school improvement plan is not specific enough. As a result, the evaluation of new initiatives is not sufficiently focused on their effect on pupils' learning. The school has a good capacity to improve further.

not applicable

What the school should do to improve further

- Sharpen the targets in the school improvement plan to ensure that monitoring procedures focus on the effect that new initiatives have on pupils' learning.
- Improve pupils' progress in mathematics, science and ICT by providing pupils with more opportunities to use their numeracy and ICT skills in all subjects.

Achievement and standards

Grade: 2

Pupils of all abilities achieve well. In the Foundation Stage, they make steady progress in all the areas of learning so that virtually all pupils are working at least at the expected levels for their age by the end of reception. Their personal development and communication skills are good. Since 2001, with the exception of 2002, standards in Key Stage 1 have been broadly average. However, inspection evidence shows that, now staffing has stabilised and pupils are provided with a consistent curriculum, they are achieving well and standards are beginning to rise. Currently, standards in Year 2 are slightly above average in reading, writing and mathematics. Standards in Year 6 are good with most pupils working at the expected level with a good proportion working at the higher than expected level for their age in English, mathematics and science. This reflects the pattern in Key Stage 2 since 2001 where standards have been above average. However, this is primarily due to pupils' consistently good achievement in English which offsets the slightly slower progress pupils make in aspects of mathematics and science. Pupils develop a good understanding of number and knowledge of science topics, but their ability to use their skills in practical situations and to plan science

investigations is not as well developed. In ICT, standards are satisfactory. Pupils develop sound basic skills in most aspects of the subject, but their ability to use these skills, particularly to handle data is not as strong. Owing to the good support they receive, pupils with learning difficulties achieve well and most reach the expected levels for their age by Year 6.

Personal development and well-being

Grade: 2

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. In the Foundation Stage, pupils develop good personal skills which set the foundation for very good behaviour throughout the school. Parents unanimously say that their children enjoy school. Pupils love being at school which is reflected in their outstanding attitudes to learning. They are really enthusiastic and eager to take part in anything the school provides for them. For example, a third of the pupils attend an after school drama club. Attendance is above average. Together, these factors make an important contribution to the very positive atmosphere in school and the good pace of pupils' learning. Pupils have a good understanding of how to lead a healthy lifestyle by taking plenty of exercise and eating the right food. The school makes sure pupils learn how to stay safe in different situations in and out of school. Pupils have a good understanding of their responsibilities to each other and the wider community. Through the school council, they make a good contribution to school improvement. They take part in village events and learn how they can contribute to the welfare of other people less fortunate than themselves through charitable fundraising activities. These activities also help to teach pupils the value of money and prepare them for their future well-being.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Teachers have high expectations of pupils so lessons are orderly and positive learning experiences. Teachers and support staff are particularly good at using questions to challenge most pupils' understanding in discussions and to extend their thinking. However, on a few occasions, teachers do not always make sure that the questions reflect the wide age range of pupils in each class so younger pupils, particularly in reception, do not always have enough opportunities to contribute their ideas. In addition, in a few lessons, the composition of pupil groups does not accurately reflect the wide range of ages and abilities in the class. However, this is largely offset by teachers' very effective use of support staff. Their contribution is a key factor in ensuring that most lessons cater well for all pupils. As a result, less able pupils and those with learning difficulties make good progress and overall, higher attaining pupils are also well challenged and reach good standards. Assessment information is used satisfactorily to establish pupils' attainment, but the school has recognised that pupils' progress needs to be checked more thoroughly. As a result,

along with other schools in the local area, it is in the process of introducing a new computer-based system to make sure that all pupils are making good progress, to support teachers in their planning and to set pupils learning targets.

Curriculum and other activities

Grade: 2

The curriculum is good and meets the needs of all learners well. It meets statutory requirements and includes sex, drugs and health education. This ensures that pupils have a good understanding of healthy living. The curriculum in the Foundation Stage reflects the national guidance and provides pupils with opportunities to develop their skills in all the areas of learning. This is significant improvement since the last inspection. In Years 1 to 6, teachers link subjects together well to reinforce pupils' learning in English by providing them with many opportunities to use their literacy skills. This is a major factor in the consistently high standards pupils reach in English. However, not enough use is made of other subjects to encourage pupils to use their numeracy and ICT skills in practical situations. For example, opportunities are missed for pupils to handle data from science investigations and to use ICT to present their work in broad range of ways. The curriculum is well enriched by visits and visitors to school, a residential outdoor education visit and a good range of after-school clubs. These are well attended by pupils.

Care, guidance and support

Grade: 2

This aspect of the school's work is good. Good procedures are used for child protection and to ensure that the school is a safe place for pupils to learn. Parents unanimously praise the standard of care provided for their children and feel confident that their views are valued. Close links have been established with the nursery and secondary schools so new pupils settle quickly into school and the oldest are well prepared for moving on to the next phase of their education. The school makes sure that pupils with learning difficulties are well supported. They all have detailed learning plans with sharply focused targets that guide teachers well in their planning. These pupils are involved in the setting and review of their targets. However, there are no formal procedures to involve all pupils in setting targets to ensure they know what they need to learn next.

Leadership and management

Grade: 2

The school is well led and managed at all levels and knows its strengths and weaker areas well. The headteacher has high aspirations for the school and is a very good role model for staff and pupils. Other staff exercise their responsibilities well, particularly with regard to pupils with learning difficulties. Governors make a good contribution to school development. They are involved in setting priorities for development, monitoring teaching and take responsibility for driving forward specific priorities, such

as the establishment of the nursery. Parents and pupils are also invited to contribute their ideas on improving the school. As a result of this extensive consultation, the school improvement plan reflects the diverse views of all stakeholders, but it does not differentiate clearly enough between on-going activities and new initiatives or the intended outcomes. As a result, monitoring procedures are not sufficiently focused on evaluating the effect that actions taken have on pupils' learning. However, overall, leaders have successfully created a very positive school ethos based on close teamwork and mutual respect between staff, governors, pupils and parents. The school has improved well since the last inspection, has clear direction and is well-placed to sustain the pace of development.

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
--	-----------------------	--------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Alexandra House

33 Kingsway

London

WC2B 6SE

T 0207 421 6800

F 0207 421 6707

Ofsted helpline

08456 404045

Mrs Edith Graham

Great Corby School

Great Corby

Carlisle

Cumbria

CA4 8NE

13 January 2006

Dear Pupils

Thank you very much for welcoming me to your school this week. I enjoyed talking to you and finding out about all the things you do. You were really friendly and I would have liked to have been able to stay longer. I am pleased to tell you that I agree with you and your parents that your school is doing a good job. The things I particularly liked were:

your attitudes to learning are outstanding and you are really keen and enthusiastic to take part in lessons and other activities

teachers make sure you do well in English, mathematics and science

your teachers and the governors work well with you and your parents so they know what your school does well and how they want to make it better

you are looked after and cared for very well.

I have asked your headteacher and the governors to make your school even better by:

making the school's plan for improving your school more focused and checking how new ideas affect your learning

providing more opportunities for you to use your numeracy and ICT skills in lessons.

Thank you again for helping me so much with the inspection.

Yours sincerely

Andy Margerison

(Lead inspector)