



Great Creaton Primary School

Inspection Report

Unique Reference Number 121820
LEA Northamptonshire
Inspection number 281108
Inspection dates 20 June 2006 to 20 June 2006
Reporting inspector David Cox AI

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

Type of school	Primary	School address	Welford Road
School category	Community		Creaton
Age range of pupils	4 to 11		Northampton NN6 8NH
Gender of pupils	Mixed	Telephone number	01604 505535
Number on roll	79	Fax number	01604 505535
Appropriate authority	The governing body	Chair of governors	Mrs A Hanson
Date of previous inspection	20 November 2000	Headteacher	Mr R Camp

Age group	Inspection dates	Inspection number
4 to 11	20 June 2006 - 20 June 2006	281108

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Great Creaton Primary School is a smaller-than-average primary school. Most pupils are from White British backgrounds. The proportion of pupils eligible for free school meals is below the national average. The proportion of pupils who have learning difficulties is above average. When children start school in Reception their standards are above what is typical for their age.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The school provides a good education. This judgement matches the school's own analysis. Pupils achieve well because good teaching and learning meet the vast majority of their needs well. By Year 2, standards are exceptionally high but are not quite as high in mathematics because pupils are not always provided with enough opportunities to develop their skills of problem solving. By Year 6, standards are exceptionally high overall and pupils are well prepared for the next stage of their education and their future life. Pupils with learning difficulties make good progress as they receive good support from their teachers and the teaching assistants.

Children make satisfactory progress in Reception. The majority enter Year 1 having reached the expected goals, with several children exceeding them in many areas of learning. However, children's personal development lags behind other aspects of their learning because they are not always provided with enough structured activities to develop their independence.

Pupils feel safe and are well cared for. The school goes to considerable lengths to ensure that all pupils are treated equally. Together with a good curriculum, these factors ensure that pupils thoroughly enjoy their time at school and develop good personal and social skills. This is a well led and managed school. Leaders have shown that they can move the school forward and also maintain its strengths. The school provides good value for money.

What the school should do to improve further

- Raise standards in mathematics in Years 1 and 2 by providing pupils with more opportunities to develop their skills of problem solving.
- Improve children's personal development in Reception by providing them with more planned opportunities to work on their own.

Achievement and standards

Grade: 2

Standards are exceptionally high by the end of Year 6 and pupils achieve well from their time on entry into the school. When children start school in Reception their standards are above what is typical for their age. They make satisfactory progress and the majority start Year 1 having reached the expected goals, with several children exceeding them in many areas of learning. However, their personal development lags behind other aspects of their learning because they are not provided with enough structured activities to develop their independence.

Pupils make good progress in Years 1 and 2. This was reflected in the results of the Year 2 tests in 2005, which were exceptionally high in reading and writing although not quite as high in mathematics, and in the exceptionally high standards of pupils' current work. Standards are not quite as high in mathematics because pupils are not always provided with enough opportunities to develop their skills of problem solving.

Their good progress continues throughout Years 3 to 6 and standards are exceptionally high by the end of Year 6. Skilful support from teaching assistants ensures pupils with learning difficulties are taught well and make good progress. Results have fluctuated since the last inspection but have improved significantly recently because of the challenging targets for improvement that are set and met each year. This means that almost all pupils are doing as well as they can.

Personal development and well-being

Grade: 2

Pupils' personal development, including their spiritual, moral and social development is good. Their cultural development is outstanding. Pupils develop an excellent understanding of other people's cultures, for example, by celebrating Diwali, the Chinese New Year and the Jewish Passover. Pupils love coming to school and this is reflected in their above average attendance. Pupils' behaviour is generally good. Occasionally, they become restless when they have been sitting down for too long because they do not find the activity interesting.

Pupils feel safe at school and are confident that adults will always listen to them if they need help. Pupils' views reflect the difference the recently established school council is having. They know that they can influence the decisions made on a range of matters. For example, the introduction of new clubs at lunchtime and improvements to the playground has helped improve behaviour and pupils say that everyone in the playground feels at ease. Pupils show sympathy for others and have raised money for homeless children. They contribute well to the wider community and their moral and social development is becoming a significant strength.

Pupils have a good understanding of keeping fit and eating healthily. They are very well prepared for the next stage of their education and their future life because they develop good skills, such as effective communication skills and good manners.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. As a result, the vast majority of pupils enjoy coming to school and make good progress. The school has invested in new computer facilities and teachers use these well to make learning more effective. For example, in a Year 5/6 lesson, pupils filmed and edited a role play of a conversation between Cortez and Montezuma. The pupils not only found this exciting but it also helped them to improve their standards of information and communication technology, oral communication and to learn about the Aztecs. Pupils' behaviour is managed skilfully by staff and pupils respond positively to the praise and encouragement they receive. Occasionally, pupils are inattentive because teaching does not challenge or inspire them enough.

In the past, pupils have not done quite as well in mathematics in Years 1 and 2 because they were not always given tasks that enabled them to improve their skills of problem

solving. The school has recently introduced strategies to remedy this situation although these measures have not been in place long enough to have had a full impact.

In Reception, teachers do not always provide enough structured opportunities for children to work independently to improve their personal development.

Curriculum and other activities

Grade: 2

The curriculum is good. It is broad and balanced and includes an outstanding range of out of school activities. There is a strong emphasis on literacy in the school so that all aspects of English are taught through other subjects such as history. The school is fully aware that the same emphasis has not been placed on numeracy in the past and this has limited pupils' achievement in Years 1 and 2. The school is adapting schemes of work to strengthen this subject.

The school's curriculum meets the needs of the whole range of learners. Pupils with learning difficulties have the same opportunities to learn as others and the curriculum enables them to achieve well and enjoy learning.

The school has concentrated on reorganising the curriculum in the last two years and ensuring that there are new resources in place so that it can be taught effectively. The extensive range of very interesting and frequent visits to places to develop pupils' interest in the workplace, to countries overseas and to historical sites, extends pupils' knowledge and skills and inspires their work and their imagination. The upgrading of the animal area has given more responsibility to the pupils and enables them to learn about the environment.

Care, guidance and support

Grade: 2

The good quality of care, guidance and support contributes well to pupils' enjoyment of school and their good achievement. This makes a good contribution to their personal development and well-being. Child protection arrangements are effectively in place and other safety aspects in the school are well managed. Support for pupils' pastoral care is good with staff setting a very good example which the pupils take on board. The school makes full use of support services to meet the needs of pupils with learning difficulties, thereby ensuring they make good progress. When they first start at school, the children are helped to settle in happily and quickly make new friends.

Assessment procedures are satisfactory. Monitoring and tracking of pupils' work is satisfactory but the school recognises that there is a need for teachers to use the information gathered on pupils more effectively when planning lessons. Pupils are beginning to understand their targets and to know how to improve their work.

Leadership and management

Grade: 2

The leadership and management of the school, including governance, are good. Since his arrival 18 months ago, the new headteacher has introduced many new systems and initiatives. For the most part, these are working successfully. Good, rigorous systems for monitoring the quality of teaching together with good staff development have helped to improve standards and the progress pupils make. However, the headteacher is rather cautious in singing the praises of the school and sometimes underestimates the impact that the good teaching and curriculum have on pupils' achievement. The school's priorities are clearly stated in the school improvement plan, which provides a good agenda for further improvement. Most of the actions identified in the current plan have been implemented, although some have not been in place long enough to result in measurable improvement. Leaders have shown that they can move the school forward and also maintain its strengths. The leadership of Reception is satisfactory. Over the last year, the local authority has given considerable support to Reception and this can be seen in the improvement in teachers' planning and children's progress.

The school is very well supported by parents and many help in school in various classes. There is regular communication with parents through newsletters asking for opinions and allowing parents to raise questions and offer suggestions for the future. For example, parents helped with the planning, building and planting of the new school garden.

Governors play a strong and active role in the school's development. They link well with each of the subject areas and monitor the work of the school effectively through the 'governor of the month' programme.

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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
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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?	1	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	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	1	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	1	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	1	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	3	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

Dear Children

As you know, we visited your school recently to find out how well the school is doing. We would like to thank you for looking after us so well. We enjoyed talking to so many of you during playtime and lunchtime about your school, the work you have done and how much you enjoy coming to school.

What we found that is really good about your school

You behave well and you enjoy being at school.

You do well at school because of the good teaching.

Your school is a healthy and very safe place to be and you help each other when there are problems.

Teachers and other staff in the school look after you well.

Your teachers and other adults are ensuring that you do lots of exciting activities.

The people who run your school know what it does well and what needs to be even better.

What we have asked your school to do now

Help some of you to do better in mathematics.

Give some of the younger children more opportunities to work on their own.

Thank you once again for your help.

Yours sincerely

David Cox Lead Inspector on behalf of the inspection team