



# Gretton Primary School

## Inspection Report

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**Unique Reference Number** 121823  
**LEA** Northamptonshire  
**Inspection number** 283971  
**Inspection dates** 1 March 2006 to 1 March 2006  
**Reporting inspector** Andrew McDowall HMI

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

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<b>Type of school</b>	Primary	<b>School address</b>	Kirby Road
<b>School category</b>	Community		Gretton
<b>Age range of pupils</b>	4 to 11		Corby, Northamptonshire NN17 3DB
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01536 770366
<b>Number on roll</b>	115	<b>Fax number</b>	01536 770472
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs Gill Sheffer
<b>Date of previous inspection</b>	18 February 2002	<b>Headteacher</b>	Mr Mike Deane-Hall

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## **Introduction**

The inspection was carried out by one of Her Majesty's Inspectors and an Additional Inspector.

## **Description of the school**

This is a smaller than average sized school. The number of children attending the school has increased considerably since the last inspection. The school serves the villages of Gretton and Harringworth where levels of social deprivation are generally low. The school is currently partway through a programme of refurbishment.

## **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 and improving school. This a view shared by the school.

The children get off to a good start in the Reception class and continue to make good progress throughout the school. Standards are high. The staff at the school share a commitment to provide the children with a rich and exciting education and they are successful in doing this. The children say they really enjoy school, and attendance is good. They feel safe and develop good attitudes to health and exercise.

The leadership and management are good. The headteacher provides a clear direction for the school. The governors are good. They successfully support and monitor the work of the school. The systems for checking the quality of teaching and standards are good, although the information the school has on the performance of the children is sometimes not used efficiently to plan work to overcome gaps in learning. The quality of teaching is good. The staff work well as a team to provide interesting activities for the children to do. The children's work is regularly marked, but they are not always given enough guidance on what they need to do to improve. The children are not sufficiently involved in marking their own work and setting their own targets.

There has been good progress since the last inspection and the school has the capacity to improve further. It provides good value for money.

### **What the school should do to improve further**

- Consistently use the information it has about achievement to inform the planning for each class in order to overcome any weaknesses.
- Involve the children more in assessing their own work by providing them with more information as to what they need to do to improve, increased opportunities to mark their own work and some input in setting their own targets for improvement.

## **Achievement and standards**

### **Grade: 2**

Achievement and standards are good. The children enter the school with variable levels of ability but overall they are above average. They make good progress in the Reception class and reach above average standards by the time they enter Year 1. This good progress continues in Years 1 and 2 where children reach above average standards in reading and mathematics. Standards in writing at the end of Year 2 in 2005 were broadly average. This was due to the particular nature of this group. The children who did not reach the expected level at that time have been identified by the school and are now achieving well in Year 3. The children make good progress in Years 3 to 6. Standards have improved for the past three years. By the time they leave, the children reach very high standards in English, mathematics and science. Children with learning difficulties make good progress throughout the school. Although achievement and standards are good, the school could afford to be even more challenging in some of the targets it sets for itself.

## Personal development and well-being

### Grade: 2

Children's personal development and well-being are good. The school gives a high priority to this aspect of its work and provides a rich range of experiences for the children. The spiritual, moral, social and cultural development of the children is good. Children's behaviour is very good and they are respectful towards each other and adults. They say they really enjoy coming to school because 'it is a friendly place and teachers are kind'. This is shown by their above average attendance and punctuality. They show good attitudes in lessons and are eager to learn, which makes a positive contribution to the good progress they make.

Pupils make a good contribution to the school community by taking on a variety of responsibilities. For example, they can be elected onto the very effective school council or act as playtime buddies to help other pupils enjoy their playtimes. They also make a positive contribution to the wider community. The way they collect money for a variety of charities and visits such as the one to the Houses of Parliament support their development as responsible citizens. Children effectively develop the skills necessary for their future economic well-being, such as in literacy, numeracy and information and communication technology (ICT).

Children appreciate the need to live a healthy lifestyle and keep themselves safe. This was shown in their understanding of road safety during an assembly led by two police road safety officers.

## Quality of provision

### Teaching and learning

#### Grade: 2

The quality of teaching and learning is good. The teachers know the children well and successfully promote good cooperation and positive attitudes to learning. Relationships in the classrooms are good and children behave very well in lessons. The teachers plan interesting activities for the children to do. This helps them to enjoy their lessons and make good progress. The teachers successfully plan work that meets the needs of the different age groups in each class, although sometimes the teachers do not use the results from tests and assessments as well as they could to plan work for each class. The teaching assistants are an important part of the team. They are well deployed and make a positive contribution to the learning in lessons.

Children's work is regularly marked and some guidance is given as to what the children need to do to improve. This is not sufficiently widespread in the school to enable all the children to know clearly what they need to do next in their work. The children are not given enough opportunities to assess their own work and review their own targets.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good. The school provides a varied and stimulating curriculum which meets the needs of all its children. The school grounds and accommodation are used well to provide first-hand learning experiences for the children. There is good provision for English, mathematics and ICT. The school has recognised that it could provide more planned opportunities for the children to use their literacy, numeracy and ICT skills to support work in other subjects. There are very good enrichment opportunities, with a wide variety of educational visits and visitors to the school adding further interest to children's work. There is a good take-up of the many of extra-curricular activities and clubs the school provides. The programme for children's personal development is comprehensive. The hall is too small to fully meet the needs of the older children in indoor physical education. However, the school successfully provides a variety of activities to ensure these pupils have sufficient energetic exercise. These include good quality experiences at play and lunchtimes.

## **Care, guidance and support**

### **Grade: 2**

Care, guidance and support are good. There is strong concern for children's pastoral well-being, health and safety. Robust child protection and staff vetting procedures are in place and there are thorough procedures for ensuring the safeguarding of children, who said they 'feel safe in school'. They also said that if they had any concerns, they could talk to a member of staff and be listened to and helped. All children are valued and staff are committed to their best interests. Parents are appreciative of the care the school takes of their children.

There are thorough procedures for tracking children's academic progress. However, the information gained is not always used effectively to show children how to improve their work. Children with learning difficulties or disabilities and those who are vulnerable are given good guidance and support in their learning. The learning mentor is having a positive impact on the self-esteem and behaviour of targeted children. The school works well with parents and outside agencies to help children make good progress.

## **Leadership and management**

### **Grade: 2**

The leadership and management are good. The headteacher has a clear vision for the school and is well supported by the senior teacher. There is a strong team spirit and a shared desire that the children should enjoy their time at school and do as well as they can. The school puts the children first and this has a positive impact on the attitudes of the pupils and the progress they make because they feel valued. The school is increasingly using its accommodation well to support and enrich the curriculum. The school is oversubscribed. It consults parents and others about its development and has the overwhelming support of parents and carers.

The way the school checks on the quality of teaching and standards is good. Consequently, the leadership has an accurate view of the overall strengths and weaknesses in the school. Sometimes the school does not act quickly enough in using the information it has about the children's work to plan changes in the way particular groups are taught. Consequently, some gaps in learning are not addressed as quickly as they could be. The school governors are very supportive and well informed about the day-to-day running of the school. They have a strong commitment to their own training and are increasingly holding the school to account for its performance.

The school has successfully resolved the issues from the last inspection. The good teamwork and improving achievement mean that the school has good capacity for further improvement.

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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>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	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	2	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

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> 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

<b>How good is the overall personal development and well-being of the learners?</b>	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	2	NA

### The quality of provision

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

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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**

Can I start by saying a big thank you to everyone for being so helpful to us when we visited your school recently. You told us you really enjoy school and you think it is a good school. We agree with you.

These are the things that we liked:

We think you all behave well, get on well together and work hard.

We think your teachers plan interesting things for you to do in lessons and organise good clubs, residential visits and day trips for you to join in with.

We like your playground and all the activities that are there for you to do at playtimes.

Your work in literacy, numeracy and science is good.

All the people working at your school really care about you and work very hard to keep you safe and help you get better at your work.

To make your school even better, we think the teachers should tell you more about what you need to do to improve your work. We have asked them to find ways for you to sometimes mark your own work and set your own targets. We also think your school should use the results from your tests to make sure you are always given the right work to do.

Finally, we think your school will get even better in the future. Thank you again for all your help in the inspection.