

# Great Glen St Cuthbert's Church of England Primary School

Inspection report

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<b>Unique Reference Number</b>	120131
<b>Local Authority</b>	Leicestershire
<b>Inspection number</b>	291641
<b>Inspection dates</b>	11–12 June 2007
<b>Reporting inspector</b>	Mike Capper

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	242
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Nadia Callow-Hussain
<b>Headteacher</b>	Marlene Branagh
<b>Date of previous school inspection</b>	9 December 2002
<b>School address</b>	The Chase Great Glen Leicester LE8 9EQ
<b>Telephone number</b>	0116 2592764
<b>Fax number</b>	0116 2593248

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This Church of England primary school takes most of its pupils from the village of Great Glen. The proportion of pupils eligible for free school meals is below average, as is the number identified as having learning difficulties and/or disabilities. The number of pupils from minority ethnic backgrounds is above average, although only a very few are in the early stages of learning to speak English. Children's attainment is broadly average when they start school in the Reception class.

The school shares its site with a pre-school that has been inspected separately.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This is a satisfactory school with some good and some outstanding features. Care, guidance and support for pupils are good, with particular strengths in the quality of pastoral support. This helps to ensure that pupils' personal development is good. Pupils quickly become responsible citizens. They are sociable and articulate and make an outstanding contribution to the community by fundraising for charities and conscientiously taking on many responsibilities. Pupils enjoy school because the good curriculum provides every child with many exciting experiences. Enrichment of the curriculum is outstanding. As one pupil rightly said, 'We have fun in and out of lessons.' Throughout the school, teachers' enthusiasm and their good relationships with pupils are key factors in the good levels of engagement seen in lessons.

Pupils' achievement is satisfactory. Teaching is satisfactory overall, but the quality is not consistent from class to class and this means that pupils' progress is uneven. Children get a good start in the Reception class and in Years 1 and 2 because good teaching helps them to do well. Consequently, standards are above average by the end of Year 2. These above-average standards are maintained through to the end of Year 6. In Years 3 to 6, pupils make good progress in English. In mathematics, recent initiatives are tackling a backlog of underachievement and most, but not all, pupils are now making satisfactory progress. Whilst teachers successfully meet differing needs in English, this is not always the case in mathematics. There are occasions in Years 3 to 6 where numeracy work is not pitched at the right level for all pupils, especially those of lower or average ability, slowing their progress. Skilled teaching assistants have a good effect on learning, especially when supporting groups of pupils in lessons. While some teachers are beginning to make good use of marking and target setting to help pupils improve, this is not yet consistent across the school.

The school's good efforts to promote positive lifestyles are reflected in the pupils' outstanding understanding of how to stay fit and healthy. Pupils make very sensible choices about what to eat and they know which foods are 'healthy options'. Pupils love taking exercise and participate enthusiastically in a wide range of sports.

Leadership and management are satisfactory. The headteacher and senior managers have an accurate picture of how well the school is doing and their evaluation of school effectiveness matches that of the inspectors. They have high aspirations for the school and realise that more remains to be done to ensure that all pupils achieve equally well and to iron out inconsistencies in teaching. They are setting a clear direction for improvement and there have been many helpful recent developments. Many of these are too recent to demonstrate a sustained impact on improving standards.

Most parents speak highly of the school. One parent summed up the views of many by praising the school's 'emphasis on teamwork, co-operation and building self-confidence and self-esteem'. This comment accurately captures the essence of this improving school.

### What the school should do to improve further

- Improve progress in mathematics by making sure that work is always pitched at the right level for lower and average attaining pupils.
- Check that recent developments are being used equally well across the school and are helping to iron out inconsistencies in teaching. A small proportion of the schools whose overall

effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Pupils' achievement is satisfactory. Children make good progress in the Reception Year and by the start of Year 1 most are working at or beyond the expected levels for their age. Children make especially good progress in developing speaking and listening skills because this is promoted very effectively throughout the school day. Pupils continue to make good progress in Years 1 and 2. Standards have been consistently above average at the end of Year 2 for several years.

Standards are also above average overall in English, mathematics and science at the end of Year 6, reflecting satisfactory overall progress for pupils from the end of Year 2. In Years 3 to 6, pupils make good progress in English. This is because an exciting curriculum and well-established links between different subjects promote learning well, especially in reading, where standards rise to well above average by the end of Year 6. In mathematics and science, progress is satisfactory. Despite recent improvements, not all pupils are yet doing well in mathematics and there continue to be some pockets of underachievement in Years 3 to 6. This is because teaching is not always pitched at the right level for all pupils, particularly lower and average attaining pupils. In contrast, more-able pupils generally reach the levels expected of them in mathematics by the end of Year 6.

Pupils with learning difficulties and/or disabilities make the same progress as others in their class. Pupils in the early stages of learning English quickly improve their speaking skills.

## **Personal development and well-being**

### **Grade: 2**

Pupils are very positive about school. As one said, 'School is great because we do lots of interesting things.' Pupils are very polite and courteous and they develop good confidence from when they start school in the Reception class. Pupils behave sensibly both in and out of lessons. Good attendance demonstrates their enthusiasm for taking part in the wide range of interesting activities offered. Pupils have positive attitudes towards learning and usually work hard in lessons, although some do not always take enough care to present their written work neatly. Pupils' spiritual, moral, social and cultural development is good, with social development being especially strong. The mature manner in which older pupils run the school office at lunchtime is a credit to them and their teachers. The school council gives pupils a good voice and councillors carry out their role very responsibly.

Pupils have a good understanding of how to stay safe. They are well prepared for later life through activities such as taking part in elections and managing budgets by selling items such as painted plant pots.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Although there is some good and some outstanding teaching across the school, teaching is most successful at meeting pupils' differing needs in the Reception class and in Years 1 and 2.

In these year groups, good teaching helps pupils to improve their skills quickly. There is an excited buzz in lessons, with pupils showing high levels of engagement because of the creative and imaginative way in which different skills are introduced. For example, in a Year 1 and 2 numeracy lesson, pupils made good progress as they learnt about length by making 'metre men' and measuring 'wiggly snakes' with string.

Throughout the school, teachers are enthusiastic and hardworking. They manage pupils' behaviour well and make good use of resources, including interactive whiteboards, to bring subjects alive. In Years 3 to 6, teachers do not always plan closely enough for the needs of all pupils, especially in mathematics. When work is not pitched at the right level, some pupils struggle and their progress slows.

Marking and target setting is beginning to be used well to support learning, although this is not yet consistently good across the school.

## **Curriculum and other activities**

### **Grade: 2**

Pupils enjoy school because the good curriculum makes learning exciting and provides them with rich experiences that enhance learning. Creativity is fostered very imaginatively, and pupils produce high quality work in art and music. In the Reception class, adults plan an exciting range of activities that meets needs well. In Years 1 to 6, close links are made between different subjects, helping to make learning purposeful, especially in literacy. Long-term planning is detailed, although it is not yet always specific enough about the skills that pupils of different ages should be working towards.

The curriculum is enriched by an outstanding range of activities outside lessons, including many visits and visitors. These are used well to support learning. For example, children in the Reception Year write stories and count the spots on animals after a visit to a zoo. The large number of clubs reflects the commitment of staff to making school enjoyable. These clubs have a good effect on pupils' personal development, especially in the promotion of healthy lifestyles.

## **Care, guidance and support**

### **Grade: 2**

All adults in the school are highly committed to supporting the personal development of pupils and they do this very well. As one parent rightly commented, 'This is a very happy and caring school and I know that the teaching staff have a lot to do with this.' Pupils are pleased that adults listen to them when they have a worry. The school works closely with both parents and outside agencies to safeguard pupils' well-being. Good links with the pre-school help children to settle quickly when they first join the Reception class.

Academic support is satisfactory. Information about pupils' progress is detailed but is not always used well enough to plan the next stage of learning, especially in mathematics in Years 3 to 6. Throughout the school, pupils with learning difficulties and disabilities are identified early and their needs are promptly addressed.

## Leadership and management

### Grade: 3

The headteacher is passionate about the school and is taking the right steps to move the school forward with the enthusiastic support of senior managers. Through sensitive monitoring, they are rightly focusing on ensuring that teaching improves further in Years 3 to 6, although, despite extensive support, there continue to be inconsistencies across the school. Consequently, not all pupils are achieving equally well.

There are satisfactory systems for evaluating the school's performance. This means that senior managers have an accurate picture of its strengths and weaknesses. Subject leaders are keen and hard working and they provide good support to their colleagues. The school has a wealth of information about individual pupils' progress and they analyse this data to find out where progress needs improving. Consequently, there have been many helpful initiatives that demonstrate the school's satisfactory capacity for further improvement. These developments usefully include extending target setting and marking but they are not always applied consistently. As a result, their impact on improving progress is not yet secure across the school.

Governance is satisfactory. There have been several changes in personnel on the governing body this year and governors are rightly developing their role in holding the school to account. Governors are well involved in financial planning. Although the school is working within a very tight budget, resources are deployed well to support learning.

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## Annex A

## 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>
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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>	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

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

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	2

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

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

12 June 2007

Dear Children

Inspection of Great Glen St Cuthbert's C of E Primary School, Great Glen, Leicester, LE8 9EQ

Thank you for welcoming us to your school and for showing us your work. You were very polite and friendly to us. At the moment your school is providing a satisfactory education. This means that we found some good things in the school but also some things that could be improved.

Some of the things we found out about your school.

- Good teaching helps you to learn quickly in the Reception class and in Years 1 and 2.
- In Years 3 to 6, satisfactory teaching means that you make steady overall progress. At the moment, you make the best progress in these year groups in English, but slightly slower progress in mathematics and science.
- Most of you enjoy school and behave sensibly. We were very impressed by the way that you all work together and take part in community events.
- You are taught all the subjects you should be. You have a very clear understanding of how you can stay safe and healthy. It was great to see so many of you taking part in sports and music clubs. The guitar playing was super!
- All adults in school are kind and caring and they look after you well.
- Your headteacher, teachers and governors know what they need to do to improve the school.

What we have asked your school to do now.

- Help you to do even better in mathematics by making sure that work is always pitched at the right level for all of you.
- Check that recent developments, like the use of targets and marking to help you understand how to improve, are being used well across the school and are having a good effect on teaching and learning.

We thoroughly enjoyed talking to you and watching you learn. We wish you all well for the future. We hope you continue to help your teachers by working hard and being sensible in all lessons.

Yours sincerely Mr M Capper Lead Inspector