

## Glaphorn Church of England Lower School

### Inspection report

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<b>Unique Reference Number</b>	121973
<b>Local Authority</b>	Northamptonshire
<b>Inspection number</b>	314172
<b>Inspection date</b>	15 January 2009
<b>Reporting inspector</b>	Derek Watts

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	First
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–9
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	49
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Geoff Delany
<b>Headteacher</b>	Mark Ratchford
<b>Date of previous school inspection</b>	16 May 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Glaphorn Oundle Peterborough PE8 5BQ
<b>Telephone number</b>	01832 273452
<b>Fax number</b>	01832 273452

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

In this small first school, almost all pupils come from a White British background. The school serves the villages of Glapthorn and Southwick but about three quarters of the pupils come from outside the normal catchment area. The proportion of pupils with learning difficulties and/or disabilities is about average but these pupils are not evenly distributed throughout the year groups. The nature of these difficulties are mainly in the areas of dyslexia and emotional difficulties. There is Early Years Foundation Stage (EYFS) provision for children in Reception. Since the last inspection there have been considerable changes to the teaching force. The current headteacher took up the post in September 2008.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Glapthorn Church of England Lower is a good school. There are outstanding aspects to its work. Children get off to a good start in Reception and make good progress. Pupils achieve well in the rest of the school because of good teaching and a well-planned curriculum. Across the school, excellent pastoral care and a very positive school climate lead to outstanding personal development and well-being for pupils.

Parents hold very positive views about the school and most are extremely pleased with both the care and education provided for their children. The school's atmosphere, pupils' progress, additional activities and the leadership of the new headteacher come in for particular praise. Typical comments from the parents' questionnaires included: 'a school where every child really does matter', 'wide and varied range of activities', 'impressed with the headteacher's leadership' and 'delighted with our child's progress'.

Leadership and management are successfully promoting good provision and this is resulting in positive outcomes for pupils. Since the last inspection, good leadership and management have led to improvements to teaching, the curriculum and EYFS provision. The new headteacher has quickly gained the confidence and respect of pupils, parents, governors and staff. A positive school climate has been created for pupils to learn and staff to work. A shared mission provides good direction for the future. Some subject leaders are new to posts and are developing their skills in monitoring and evaluation. Governance is effective and has played a valuable part in the school's improvements. The school demonstrates a good capacity to improve.

Pupils make good progress from their starting points. Standards by the end of Year 2 and Year 4 fluctuate because of the small number of pupils in the year groups and variations in the proportions of pupils who require extra support. Standards by the end of Year 4 are usually above average. Good teaching is contributing to pupils' good progress. Teachers establish good relationships with their pupils and manage them well. Explanations, instructions and questioning promote learning well. Teaching assistants are well deployed and make a valuable contribution to learning, particularly for those who need extra help. In Years 1 and 2, pupils' performance in writing is not as strong as in reading and mathematics. In these years, there are examples of an over reliance on worksheets. These can impede opportunities for pupils to plan their own work and to write extended pieces. Opportunities for pupils to apply their writing skills in other subjects are sometimes missed. A good curriculum is enriched by a very good range of additional activities. The school is making good progress in developing pupils' problem-solving skills in mathematics. Since the last inspection, there have been considerable improvements to the school's accommodation and learning resources.

Pupils' spiritual, social, moral and cultural development is outstanding. Pupils thoroughly enjoy school and this is reflected in their enthusiastic participation in activities and their well above average attendance. Pupils have excellent social skills and possess an extremely good understanding of different cultures and faiths. They are courteous, friendly and relate extremely well to others. Behaviour is often outstanding in lessons and around the school. Pupils adopt healthy lifestyles extremely well and know how to keep themselves safe. They make good contributions to the school and to the wider community. At Glapthorn, pupils are well prepared for the next stage of their education.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

Attainment on entry to the school varies but most year groups enter Reception with the knowledge and skills expected for their age. Children settle quickly into routines because of good induction procedures, good partnerships with parents and effective links with local pre-schools. Good leadership, effective teaching, strong welfare and an interesting range of activities enable all children to make good progress. Their personal and social skills develop extremely well. The interesting and stimulating learning opportunities provided inspire and motivate the children. Adults provide a good blend of instruction and enabling children to explore and work independently. Children enjoy their learning, they relate very well with others and most behave extremely well. Outdoor activities are not always sufficiently well linked to the main topic or theme. By the end of Reception, children attain standards that are above average except in elements of literacy. Children's attainment in writing is a weaker area and the school is working on this. However, there is scope to raise the profile of writing further so that children have regular opportunities to develop and practise basic writing skills. Children are well prepared for entry into Year 1.

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

- Link the outdoor activities in Reception more closely to the main topic and extend opportunities for children to practise basic writing skills.
- Reduce the use of worksheets in Years 1 and 2 and increase opportunities for extended writing, particularly in other subjects.

## **Achievement and standards**

### **Grade: 2**

Across the school, pupils make good progress. Standards fluctuate because of the small pupil numbers and variations in the proportion of pupils who need additional help. In 2008, standards by the end of Year 2 were above average in reading, writing and mathematics. Year 2 standards were below average in 2007. The school has correctly identified that pupils by Year 2 do not perform as well in writing as they do in reading and mathematics. In particular, fewer pupils attain the higher levels in writing. While positive action is being taken to tackle this, opportunities for extended writing, particularly in other subjects such as history and science, are sometimes missed. Pupils in Year 3 and 4 are making good progress in mathematics because of the school's drive to improve calculation and problem-solving skills. Standards by the end of Year 4 are usually above average in English and mathematics. In the current Year 4, standards are closer to average but pupils have made good progress from their starting points. Those who need additional help with their learning make good progress because of the good support and guidance provided.

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

### **Grade: 1**

Pupils thoroughly enjoy school and have very positive attitudes to learning. They show an extremely good understanding of customs and festivals of different religions. For example, a recent visitor successfully increased pupils' understanding of Diwali through a range of interesting activities. In a stimulating assembly by the vicar, pupils participated very well and reflected on the story of Zacchaeus and how we should treat others. A positive partnership

with a school in Ghana is successfully increasing pupils' understanding of African culture and lifestyles. The high expectations conveyed by staff and the very good relationships between adults and pupils lead to behaviour that is often exemplary. Pupils adopt healthy lifestyles and possess an excellent understanding of the importance of healthy diets and taking regular exercise. They make a good contribution to the wider community by raising funds for well known charities. Members of the school council represent their fellow pupils well and have contributed to the improved playground facilities. The Eco team promote the importance of saving energy and recycling materials. Pupils are well prepared for the future. They possess outstanding personal and social skills and make good progress in literacy, numeracy, and information and communication technology (ICT).

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Good teaching has a positive impact on pupils' progress. Teachers successfully create a positive classroom atmosphere and this gives rise to strong relationships and good learning. Pupils know what they are expected to learn because teachers effectively share the purpose of the lesson with the class at the start. Pupils are attentive and respond well to their teachers' clear instructions and explanations. Teachers use questioning well to challenge pupils' thinking and to check their understanding. Activities and tasks are generally well matched to pupils' abilities and needs. As a result, pupils are suitably challenged and their interest is maintained. They make good gains in their learning. In Years 1 and 2, an over dependence on worksheets limits pupils' ability to plan and organise their own work. Furthermore, these restrict opportunities for extended writing. Teaching assistants are effectively deployed and make a valuable contribution to learning, particularly for those who need additional help with literacy and numeracy. The marking of pupils' work is constructive and helpful. Good work is praised and comments help them to improve.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum promotes good progress for pupils and makes a very good contribution to their good personal development. Good links between subjects are being developed which add meaning and relevance to pupils' learning. The school has recognised that there is scope in Years 1 and 2 to increase opportunities for extended writing, particularly in other subjects. With the cluster of neighbouring schools, opportunities for calculation and problem-solving in mathematics are being improved. Pupils use the good ICT facilities well to support their learning in a range of subjects. For example, pupils in Years 3 and 4 consolidate and extend their mathematics skills through well selected computer programs.

A very good range of additional activities, including clubs, visits and visitors contribute to pupils' learning and enjoyment. These are much appreciated by pupils and their parents. A parent stated, 'Clubs are very good and my child has every chance to participate.' Popular clubs include art, choir, French, football and recorders. Visits and visitors develop pupils' knowledge and understanding of different cultures, faiths and history. Health and safety education is promoted well across the school. Since the last inspection, new classrooms have been built and learning resources have been much improved. These improved facilities are having a positive impact on provision and outcomes for pupils.

## Care, guidance and support

### Grade: 2

Outstanding pastoral care and the very positive school climate underpin pupils' excellent personal development. Procedures to ensure that pupils are protected, safe and secure at school are highly effective. Adults have established very caring relationships with pupils. As a result, pupils feel very well cared for and safe at school. They are also confident that there is always an adult they can turn to if they are upset or have problems: as a parent rightly said, 'Children benefit from the safe and caring environment.' There is good individual support for pupils who need extra help with literacy, numeracy or social skills. Academic guidance and support are good. Clear systems to assess and monitor pupils' attainment have been developed. Pupils are set individual learning targets to guide their progress in literacy and numeracy. Most know what they need to do to improve. However, in a few cases targets are not specific enough for pupils' improvement needs.

## Leadership and management

### Grade: 2

Good leadership and management in recent years have contributed to the school's continuous improvement. The new headteacher has already made a positive impact and is effectively building on the school's achievements. As parents wrote, 'The new headteacher is continuing the strong leadership in all areas,' and 'His enthusiasm is infectious.' The recently revised mission statement clearly sets out the school's direction and focuses firmly on pupils' learning, equality and good partnerships.

Performance is systematically reviewed. As a result, the school has identified its strengths and what is needed to bring about improvement. Teaching and learning are effectively monitored and developed by the headteacher and local authority. In a school of this size, a few teachers hold numerous subject responsibilities. Subject leaders new to their post are receiving appropriate support and professional development. New leaders are developing their skills in analysis and monitoring performance so they can be fully involved in self-evaluation.

Community cohesion is promoted well, as demonstrated by the school's very positive and welcoming atmosphere. There are very good partnerships with parents and the church. Pupils' understanding of different cultures, faiths and global cohesion are promoted successfully through a well-planned curriculum. Governors have a clear understanding of the school's performance and have contributed significantly to the school's improvements. In particular, the governors have successfully appointed headteachers who have brought about change and improvement.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

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

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	2
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 learners' needs?</b>	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
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	2
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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

17 January 2009

Dear Pupils

Inspection of Glapthorn Church of England Lower School, Peterborough, PE8 5QB

Thank you so much for welcoming us into your school and showing us your work. We really enjoyed our visit and would like to tell you what we have found. Yours is a good school. It has some outstanding features.

These are the main strengths of the school.

- Children in Reception get off to a good start.
- You really enjoy school and take part in the activities very well.
- Attendance levels are much higher than normally found.
- The school is a very friendly and pleasant place to be.
- Good teaching is helping you to learn well.
- The school provides interesting activities for you, including clubs and visits.
- Behaviour is outstanding in lessons and around the school.
- You have a good understanding of how to be healthy and how to be safe.
- Staff take excellent care of you and give you very good support.
- You make good contributions to the school and wider community.
- The school is well led by your headteacher.
- Your parents are very pleased with the school and give it their support.

These are the things the school should do to improve.

- Children in Reception could be given more chances to practise their writing skills and the outdoor activities could be linked more to the topics.
- In Years 1 and 2, the teacher could reduce the use of worksheets and give you more chances to write long pieces in other subjects.

You can help the school by continuing to behave well and working hard. Finally, thank you once again for all your help. We wish you all the very best for the future.

Yours sincerely

Derek Watts

Lead inspector