

# 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>	339606
<b>Inspection dates</b>	3–4 December 2009
<b>Reporting inspector</b>	Mary Hinds

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 of pupils on the school roll</b>	202
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Nadia Callow-Hussain
<b>Headteacher</b>	Anne Burbidge
<b>Date of previous school inspection</b>	1 June 2007
<b>School address</b>	The Chase Great Glen Leicester
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<b>Email address</b>	office@stcuthberts.leics.sch.uk

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## Introduction

This inspection was carried out by three inspectors. The inspectors visited 10 lessons, and held meetings with staff, governors and groups of pupils. They observed the school's work, and looked at a range of documentation relating to teaching and learning, the curriculum, assessment, the school improvement plan, pupils' work books and documentation relating to safeguarding. They analysed a total of 96 parents' questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- pupils' achievement, particularly that of boys and pupils with special educational needs and/or disabilities, across the school
- the effectiveness of teaching and assessment in securing accelerated progress.
- how well the Early Years Foundation Stage meets children's needs
- the effectiveness of leadership at all levels in monitoring and evaluating the quality of provision to ensure that there is good capacity for sustained improvement.

## Information about the school

This is an average sized school. Most pupils are of White British heritage. The proportion of pupils eligible for free school meals is well below the national average, as is the percentage of pupils with special educational needs and/or disabilities. The majority of pupils are taught in mixed-age classes due to falling numbers. A community centre shares the same site as the school, where a privately run pre-school also operates. This is subject to a separate inspection. The school has gained several awards including the Healthy Schools award, Active Mark, the Basic Skills Mark, Bronze ECO Schools award and the FA Charter Standard in Schools. There have been some recent changes in staffing, and a new headteacher took up post in September 2009.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

### Main findings

St Cuthbert's is a good and improving school. The new headteacher has provided drive and commitment and as a consequence expectations are high and staff morale is very good. She has gained the support of everyone, including the governing body, who make an effective contribution to the management and strategic direction of the school.

Striving for excellence in all areas can be seen in rising standards, particularly in mathematics, where they are now well above average. This, together with the school's accurate view of its strengths and areas for development, illustrates that there is good capacity to maintain this upward trend of improvement.

Pupils enjoy their learning, as reflected in their positive response to teaching and their comments to inspectors and in the survey; as one pupil commented, 'I love every single thing about my school, the teachers help me and they know how to sort out problems.'

As a consequence all pupils, including those with special educational needs and/or disabilities, make good progress from when they enter the Reception class to Year 6, where they reach above average standards of attainment. More and more pupils are reaching the higher National Curriculum levels in mathematics, but senior leaders recognise that this has yet to be achieved in writing and science.

The school is distinguished by a family ethos which focuses on the celebration of personal achievement promoted throughout the school. Relationships are good as there is mutual respect between staff and pupils. Pupils feel greatly valued and this, together with good care, guidance and support, means that they feel safe and behave well.

Parents are very supportive of the school, especially the way it encourages pupils to be mature and to take on responsibilities. As one parent commented, 'The school has provided a very important role in my son's life; teachers are inspirational and provide encouragement and happiness.' Indeed parents are right to appreciate the good quality of teaching, and some lessons seen were outstanding. The school is not complacent and is working hard to ensure that even more teaching is of the highest standard. For example, the school has introduced new procedures for assessing pupils' progress and target setting. However, implementation is not consistently good across the school and some pupils are not given sufficient ownership in identifying what needs to be improved, are not given time to make the necessary improvements, and are not always involved in setting their own targets.

The school has worked hard to provide a good curriculum which includes a wide range of creative and sporting activities and is enhanced by an exceptionally wide range of extra-curricular opportunities that are very well attended and appreciated by pupils and parents. However, the curriculum does not yet fully develop pupils' investigative,

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collaborative, and research skills through projects which have an international dimension in order to extend their understanding of different people's cultures and backgrounds.

## What does the school need to do to improve further?

- Enable all pupils, especially the more able, to make accelerated progress in writing and science by:
  - ensuring that learning activities provide more opportunities for independent and collaborative work, with pupils taking greater responsibility for their own learning and progress
  - providing consistently clear guidance through marking and target setting so that all pupils understand how to improve their work and time is given for them to discuss and practice teachers' recommendations.
  - Develop a more innovative and exciting curriculum that enables all pupils to develop problem solving, enquiry, research, and ICT skills through:
    - imaginative themes and greater cross-curricular work
    - the study of issues and projects that have a broader global dimension.

## Outcomes for individuals and groups of pupils

**2**

Observations of the quality of teaching during the inspection and detailed analysis of pupils' work show that almost all groups of pupils are now learning well and reaching above average standards in the oldest year group. The school has successfully focused on closing the gap between girls' and boys' achievement using strategies which motivate and engage boys more in their learning. Similarly, the school now provides earlier intervention and well targeted support for pupils with special educational needs and/or disabilities and as a consequence their achievement is now also good. However, more able pupils are not gaining the higher levels in writing and science. This is because pupils are not always fully involved in identifying their own targets for improvement and there are insufficient opportunities for enquiry based, independent research projects. Also, more able pupils are not always sufficiently challenged in lessons.

Attendance is high, which shows how pupils thoroughly enjoy their learning and little time is lost. They feel safe and secure, and older pupils are very knowledgeable about how to keep safe from cyber bullying following recent training. All pupils have a good understanding of how to adopt healthy lifestyles with even the youngest pupils talking confidently about healthy eating. There is an excellent take-up of sporting activities. Pupils behave well in lessons and around the school. Older pupils are very caring and provide support for younger pupils, from organising games and equipment at break times to helping them in the dining hall at lunchtime. They take their responsibilities seriously and as a consequence they develop into confident and mature young people, well prepared for the next stage of their education. The school's Eco status has made them very aware of environmental issues and they are immensely proud of their solar panels and new raised beds. Pupils willingly take on responsibility for fundraising.

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Assemblies and lessons provide good opportunities for reflection and an appreciation of the difficulties children face in communities different from their own. However, they have too few opportunities for first-hand experience of culturally diverse communities and international links.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

A small proportion of teaching is outstanding and a significant minority satisfactory. Where teaching is good or better, pupils are highly motivated and work independently and collaboratively, with opportunities to discuss the quality of their own learning both with other pupils and with the teacher. In these lessons teachers plan well to meet the needs of all so that the full range of abilities are challenged. Activities are well structured so that pupils can see the link between previous learning and what they need to learn further. Questioning is probing and provides good pace and challenge, and as a consequence progress is very good. High expectations for both learning and behaviour, together with highly effective relationships, mean that all pupils are willing to take risks and succeed. Adult support is very well focused to ensure that pupils with special

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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educational needs and/or disabilities make good progress. Where teaching is satisfactory, pupils are not fully involved in assessing their own learning, information on pupils' progress is not always used to ensure that activities challenge all ability groups, and the quality of marking does not always provide clear guidance on what they need to do to improve further.

The curriculum has been designed to meet pupils' interests, with a wide range of enrichment activities and a strong emphasis on literacy and mathematics. Good attention is given to spiritual, moral, social and to a lesser extent cultural development through the personal, social and health programme as well as through daily routines. All of these features make a strong contribution to the pupils' enjoyment and achievement. However, the curriculum does not maximise pupils' ICT, research and investigation skills or include themes which provide pupils with opportunities to experience cultural diversity, particularly from a more global perspective. Good care, guidance and support ensure that the few vulnerable pupils are served well. Provision for them is very well managed and as a consequence their progress as well as their enjoyment is good. Arrangements for the transition of children from the pre-school to the Early Years Foundation Stage class work well and pupils' transition through the school continues very smoothly.

*These are the grades for the quality of provision*

<b>The quality of teaching</b> Taking into account: The use of assessment to support learning	<b>2</b>
	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The new headteacher has quickly developed a highly effective relationship with all staff to gain their determination, ambition and drive to continually improve. She is very well supported by the deputy headteacher, who has been highly instrumental in leading initiatives to raise achievement in key areas such as the new assessment procedures. The relatively new leadership team have an accurate picture of the school's effectiveness and they have a good overview of the quality of teaching. There are effective strategies in place to judge the performance of different groups and effective action is now being taken to promote greater equality, particularly for pupils with special educational needs and/or disabilities. The school has worked hard to promote the achievement of more able pupils, especially in mathematics, and is aware that the next step is to raise their achievement in English and science.

The governors are ambitious for all pupils and they too seek excellence. They are now evaluating the impact of the school's provision through focused work on self-evaluation,

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and as a consequence are able to provide a good balance between support and challenge. They fulfil all their statutory responsibilities. At the time of the inspection all safeguarding procedures were met. Good relationships with parents and other partners, particularly other local primary and secondary schools, extend the pupils' learning opportunities well. Community cohesion is satisfactory through these effective links, as well as those developed with professional support agencies and the local community. National and international links now need to be developed.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

**Early Years Foundation Stage**

Children achieve well in the Early Years Foundation Stage. Entry scores are broadly in line with national expectations yet by the time children enter Year 1 their skills are above age-related expectations, which demonstrates good progress. The quality of provision, good relationships and well trained adults carefully nurture the children. They behave well and are confident and enthusiastic learners. Provision is well tailored to individual needs and is carefully monitored and adjusted so that all children make good progress. Careful planning ensures that both the indoor and outdoor environments contribute to all six areas of learning. The outdoor area is a recent area of improvement and has been developed into an inviting area where the children can discover and investigate as well as play. Both areas are organised to encourage the children to take responsibility for their own learning through an appropriate balance of adult- and child-led activities which also foster active learning. Teamwork is strong and well chosen topics ensure the children remain well motivated and focused on their activities. The leadership and management of the Early Years Foundation Stage are good.



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Self-evaluation ensures that the team are aware of strengths and areas for development, however there is not a systematic process for gathering the views of parents and children to inform future planning for improvement.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Parents and carers are generally very supportive of the school. The returned questionnaires were positive and there were very few areas of concern. A few comments identified incidents of bullying as a worry, but inspection evidence suggests that such occurrences are very rare and are dealt with well by staff.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Cuthbert's Church of England Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 98 completed questionnaires by the end of the on-site inspection. In total, there are 202 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	70	73	25	26	1	1	0	0
The school keeps my child safe	58	60	36	38	2	2	0	0
The school informs me about my child's progress	56	58	38	40	2	2	0	0
My child is making enough progress at this school	47	49	45	47	2	2	0	0
The teaching is good at this school	53	55	40	42	2	2	1	1
The school helps me to support my child's learning	56	58	37	39	3	3	0	0
The school helps my child to have a healthy lifestyle	52	54	42	44	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	47	49	46	48	0	0	0	0
The school meets my child's particular needs	46	48	45	47	1	1	1	1
The school deals effectively with unacceptable behaviour	32	33	53	55	10	10	0	0
The school takes account of my suggestions and concerns	32	33	58	60	2	2	0	0
The school is led and managed effectively	42	44	51	53	0	0	0	0
Overall, I am happy with my child's experience at this school	57	59	37	39	2	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



5 December 2009

Dear Pupils,

Inspection of St Cuthbert's Church of England School, Great Glen, LE8 9EQ

Thank you for such a warm welcome when we visited your school this week. It was a real pleasure to talk to you, to look at your work and to watch you learn. This letter is to provide you with a clear overview of what we found out. Here are some of the strengths of your school:

You go to a good school.

You make good progress from Reception through to Year 6 and reach above average standards, particularly in mathematics, by the time you leave.

Your headteacher, teachers and all the staff make sure that you are safe and are well supported if you need extra help.

You enjoy school because your teachers make learning interesting and fun and your attendance is outstanding.

You have a good understanding of how to keep healthy and to stay safe.

You have many opportunities to develop your interests and talents, including sporting, music and art activities.

You are growing up as responsible young citizens and older pupils help the younger ones in many ways.

Your headteacher leads the school well.

In order to make your school even better, we have asked your headteacher and senior staff to do the following:

Make sure you do as well in English, especially in your writing, and in science as you do in mathematics. They are going to do this by giving you more opportunities to take responsibility for your own work through helping you to find out what you need to do to improve and then give you more time to practise it. Also most of you need more opportunities to work on your own and with other pupils so that you have more time to practise and develop your skills and knowledge, which will help you to learn at a faster rate.

Provide you with an even more exciting and practical curriculum so that you can develop your investigative and ICT skills more, as well as learning more about different cultures

beyond the UK.

Yours sincerely

Mary Hinds

Lead inspector

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