

Corby Glen Community Primary School

Address: Station Road, Corby Glen, Grantham, Lincolnshire, NG33 4NW

Unique reference number (URN): 120374

Inspection report: 3 February 2026

Exceptional	
Strong standard	● ●
Expected standard	● ● ● ● ●
Needs attention	
Urgent improvement	

✓ Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Attendance and behaviour

Strong standard ●

Attendance across the school is strong. Leaders act quickly when any pupil's attendance dips. Staff call home on the first day of absence, visit home when required and agree simple plans with families. Staff check in often, remove barriers and celebrate steady gains so that pupils return to regular routines. Leaders keep careful records and work well with other agencies, when a child needs wider help.

Behaviour is a real strength. Pupils are consistently calm and respectful. Classrooms are orderly and transitions are swift, so learning starts straight away. Pupils are kind and polite. Older pupils help younger pupils to play and solve small problems. Staff apply the behaviour policy the same way in every class. They use clear routines, restorative conversations and emotional coaching. Bullying is dealt with quickly and fairly. Incidents are very few. Suspensions are rare and used only when necessary. Shared spaces and targeted support help some pupils to emotionally regulate. Pupils feel safe and take pride in their conduct. This positive climate is typical across the school.

Early years

Strong standard ●

Children in the early years get off to a strong start. Clear routines help them settle quickly and become more independent. The learning areas are inviting, calm and well organised. They offer many opportunities for early writing, number work and imaginative play. Adults use warm, precise language, when talking with children. This builds vocabulary and helps children develop their thinking. Children enjoy exploring and show curiosity in their play.

The early years curriculum is thought through in small, clear steps. It helps children build secure foundations in communication, reading and early mathematics. Children enjoy phonics, stories and simple number activities. They learn to cooperate with each other, share ideas and take turns. Their confidence grows as they explore new materials and join in with adult-led and independent tasks. Staff use what they learn about each child to shape activities and give extra support when it is needed.

Transitions into Reception and Year 1 are organised well. Staff talk with families and previous settings to understand each child's needs. This helps children feel safe and secure as they move on. By the end of the early years, children show readiness for the next stage. They leave well prepared for Year 1.

Expected standard ●

Achievement

Expected standard ●

Pupils achieve well from their different starting points. Leaders understand each small cohort's achievement well. Because the school is small, published results can change a lot when only one or two pupils' scores shift. In 2024, a few scaled-score changes affected

headline figures, even though individual pupils made secure progress. Pupils without special educational needs and/or disabilities reached expected standards. Children in the early years achieve well. The proportion reaching a good level of development has risen to above the national expectation.

Pupils' books show that pupils understand and secure foundational knowledge in reading, writing and mathematics. Pupils' work across the wider curriculum shows that their knowledge of individual subjects builds incrementally year upon year. Pupils talk about their learning with confidence. Handwriting is improving, although some pupils still need reminding about their letter formation and placement on the line.

Curriculum and teaching

Expected standard 

The curriculum is suitably ambitious and well sequenced. Pupils start their school day with morning tasks that help them to focus on recapping prior learning or practising a new skill. This helps build strong foundations in early reading, number sense and place value. Sensory tools are used when needed so that all pupils can join in. Some pupils with special educational needs and/or disabilities benefit from having their own bespoke curriculum. This includes purposeful play that lets them apply new learning.

Teachers use and explain new vocabulary. They demonstrate secure subject knowledge and use clear modelling and effective questioning. This helps pupils to know and remember more of their learning and use key ideas in later work.

Leaders make sure that staff have the training they need. Interventions are checked and changed if they are not working. Work on developing pupils' handwriting and transcription has begun. Expectations are clear and based on national guidance. However, some pupils still have gaps in this area of their foundational knowledge and some teachers do not always provide pupils with a consistently high-quality model of correct letter formation. Leaders know this and continue to monitor this area of the curriculum.

Inclusion

Expected standard 

Leaders make sure that every pupil feels included. Staff notice pupils' needs early and put appropriate support in place quickly. Staff work closely with parents and pre-school settings. Staff ensure that they understand each child really well. Classrooms are calm and organised. This helps pupils to stay focused. Teachers use simple routines and clear seating plans to support pupils and remove barriers to learning. Pupils with special educational needs and/or disabilities (SEND) learn alongside their peers and achieve well. Staff make helpful changes to lessons so these pupils can join in and learn at a level that is right for them. Leaders check the effectiveness of the support pupils receive and change it if it is not having enough impact. Leaders work proactively with outside specialists, when pupils need extra help.

Leaders use pupil premium funding carefully. They choose support that helps disadvantaged pupils in their learning and wellbeing. Staff understand how to give pupils the help they need because leaders provide strong training. Leaders want all disadvantaged pupils, including pupils with SEND, to take part in clubs and trips so that they fully benefit from these

additional experiences. They are working to remove any barriers so this happens consistently.

Leadership and governance

Expected standard 

Leaders have created a positive, caring and supportive culture across the school. Leaders have made a series of curriculum decisions, which supported staff's workload while ensuring that pupils access a broad and balanced, ambitious curriculum across the subjects. Staff say that leaders listen to them and take their wellbeing seriously. Staff feel able to share any concerns. They trust leaders to act if their workload becomes difficult. Early career teachers receive strong, structured guidance that helps them grow in confidence. Teaching assistants feel valued for playing an important role in supporting pupils each day. Leaders choose training for staff that matches pupils' needs and the school's priorities, including work on developing vocabulary and metacognition. This helps staff understand how to support pupils more effectively in lessons.

Governors know the school well. They check safeguarding arrangements and liaise with leaders about curriculum improvements and inclusion. They offer both challenge and support. Governors understand the context of the school, including its small cohorts and changing needs. Governors can describe how the school has improved over time, especially in behaviour, daily routines and the strength of the curriculum. Their oversight is balanced and contributes to ongoing improvement.

Personal development and wellbeing

Expected standard 

Pupils' personal development is planned with care and shaped by leaders' clear understanding of pupils' needs. Pupils benefit from large outdoor learning spaces, including access to a woodland area used for outdoor learning activities. These spaces allow pupils to explore, take safe risks and learn through nature. This helps pupils develop confidence, resilience and strong social skills. Many pupils, including those with specific needs, respond well to calm, nurturing outdoor activities that support their emotional wellbeing.

Pupils learn how to keep themselves safe, both in everyday situations and online. They talk about the importance of sleep, exercise and making healthy choices. Personal, social and health education is mapped carefully across the year. Because of this, pupils can explain how to stay safe and make sensible decisions in different situations. Leaders also help pupils understand the fundamental British values. Pupils learn about democracy, individual liberty, the rule of law and respect for others, including people with protected characteristics. Assemblies, personal development lessons and religious education reinforce these ideas in simple and practical ways. Leaders know that some pupils' understanding of other cultures and faiths is not yet fully secure.

Pupils enjoy a growing range of clubs, trips and leadership roles. These experiences help pupils build confidence, develop pupils' interests and feel part of the wider school community. Leaders track which pupils take part and act when patterns appear. Leaders want all disadvantaged pupils, including those with special educational needs and/or disabilities, to take part regularly. Pastoral support is thoughtful and timely. Staff know pupils

well and respond quickly when pupils need help. This ensures that pupils feel safe, cared for and ready to learn.

What it's like to be a pupil at this school

Pupils join a warm and welcoming school, where adults know them well and help them feel safe. Pupils say there is always someone they can talk to if they are worried. Staff act quickly when concerns are raised, and pupils trust them to deal with problems, including bullying. Because of this, pupils feel safe in school and online.

Behaviour is calm and respectful across the school. Classrooms are orderly, and well-established routines help pupils settle quickly and focus on learning. Pupils demonstrate mature and positive attitudes, when talking about their learning. During social times, pupils are kind to one another. Older pupils enjoy helping younger pupils to play and take part. Pupils attend regularly and enjoy being in school. Leaders work closely with the few families who need extra support so that attendance improves.

Pupils enjoy their lessons and take pride in their work. Children in the early years learn through rich conversations and purposeful play that help them develop confidence, early reading and number skills. Across the school, teachers explain new ideas clearly and help pupils build firm foundations, especially in reading, phonics and early mathematics. Pupils with special educational needs and/or disabilities (SEND) learn alongside their peers. Staff make adaptations so these pupils take part fully and make steady progress from their starting points.

Pupils feel part of a close community. They build positive relationships with staff and each other. They enjoy using the school's outdoor spaces, including woodland, which helps them develop confidence and social skills. Pupils value clubs, trips and leadership roles. Pupils learn how to stay healthy and safe. They understand the importance of kindness and respect. Leaders are helping pupils learn more about different cultures and communities so that they are well prepared for life in modern Britain.

Next steps

- Leaders should ensure that staff apply the handwriting policy in every subject and in every class, so pupils develop secure letter formation and consistently present their work to the expected standard.
 - Leaders should strengthen planned curriculum opportunities that deepen pupils' understanding of a wider range of cultures and communities, so all pupils build secure cultural knowledge beyond the school's rural context.
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About this inspection

The chair of the board of governors in this school is Mr Rob Lynch.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

The inspectors confirmed the following information about the school:

There has been a change of headteacher since the previous inspection.

The school does not currently use any form of alternative provision.

Headteacher: Mr Zak Warner

Lead inspector:

Luella Dhoore, His Majesty's Inspector

Team inspector:

Jamie Nairn, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 3 February 2026

School and pupil context

Total pupils

83

Well below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

105

Well below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

31.33%

Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

9.64%

Well above average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

16.87%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	7%	61%	Below
2024/25 (revised)	0%	62%	Below
2023/24 (final)	0%	61%	Below
2022/23 (final)	25%	60%	Below

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	48%	74%	Below
2024/25 (revised)	50%	75%	Below
2023/24 (final)	46%	74%	Below
2022/23 (final)	50%	73%	Below

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	30%	72%	Below
2024/25 (revised)	33%	72%	Below
2023/24 (final)	8%	72%	Below
2022/23 (final)	63%	71%	Below

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	26%	73%	Below
2024/25 (revised)	0%	74%	Below
2023/24 (final)	31%	73%	Below
2022/23 (final)	38%	73%	Below

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	0%	46%	Below
2024/25 (revised)	S	47%	S
2023/24 (final)	S	46%	S
2022/23 (final)	S	44%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	38%	62%	Below
2024/25 (revised)	S	63%	S
2023/24 (final)	S	62%	S
2022/23 (final)	S	60%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	13%	59%	Below
2024/25 (revised)	S	59%	S
2023/24 (final)	S	58%	S
2022/23 (final)	S	58%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	0%	60%	Below
2024/25 (revised)	S	61%	S
2023/24 (final)	S	59%	S
2022/23 (final)	S	59%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	0%	68%	-68 pp
2024/25 (revised)	S	69%	S
2023/24 (final)	S	67%	S
2022/23 (final)	S	66%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	38%	80%	-42 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	S	80%	S
2022/23 (final)	S	78%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	13%	78%	-65 pp
2024/25 (revised)	S	78%	S
2023/24 (final)	S	78%	S

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	S	77%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	0%	80%	-80 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	S	79%	S
2022/23 (final)	S	79%	S

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Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	3.7%	5.2%	Below
2023/24 (3 term)	4.2%	5.5%	Below
2022/23 (3 term)	3.3%	5.9%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	11.5%	13.3%	Close to average
2023/24 (3 term)	12.5%	14.6%	Close to average
2022/23 (3 term)	6.2%	16.2%	Below

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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