

Glebe Primary School

Inspection report

Unique Reference Number	124004
Local Authority	Stoke-On-Trent
Inspection number	340472
Inspection dates	18–19 October 2010
Reporting inspector	David Cox

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	230
Appropriate authority	The governing body
Chair	Mr Kevin James
Headteacher	Miss Samantha Hurst
Date of previous school inspection	Not previously inspected
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 13 lessons or part lessons, observing nine teachers, and held meetings with the Chair and Vice Chair of the Governing Body, staff and groups of pupils. Inspectors observed the school's work and looked at documentation including policies on safeguarding, the school development plan, teachers' planning, assessment files and records of pupils' progress, including those for pupils with special educational needs and/or disabilities. Inspectors also met with the School Improvement Partner. Questionnaires completed by pupils and staff and 60 questionnaires returned by parents and carers were also read and analysed.

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

- Whether the school has moved from providing a good education, as noted by the previous inspection report, to one that provides an outstanding education for its pupils.
- What senior leaders are doing to improve pupils' attainment and progress at Key Stage 1.
- The progress children make in the Early Years Foundation Stage, particularly in communication and language development and aspects of numeracy.
- Whether recent improvements in pupils' attendance are likely to continue.

Information about the school

In this average-sized primary school, most pupils are White British with a very small proportion from minority ethnic backgrounds. The proportion of pupils known to be eligible for free school meals is above average. The percentage of pupils with special educational needs and/or disabilities is broadly average, although the percentage who have a statement of special educational needs is above that usually found. Glebe has national Healthy School status and holds the Inclusion Quality Mark along with other awards including the Basic Skills Mark and the Active Mark for its work in sport. It operates a breakfast club for pupils each day.

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?

1

The school's capacity for sustained improvement

1

Main findings

This outstanding school is a very happy learning community successfully providing education and care of the highest quality for all its pupils. The vast majority of parents and carers are fully supportive of all aspects of its provision and many are particularly enthusiastic about the welcome the school gives and of its family atmosphere.

Children enter the Nursery class with low levels of skill for their age, especially with regard to their communication, literacy and language development; aspects of numeracy are also very weak. Pupils make outstanding progress across the school and by the time they leave at the end of Year 6, their attainment has risen to above average. Children get off to a flying start in the Early Years Foundation Stage and progress rapidly. Pupils' enjoyment of school is clear for all to see and is a major factor in their excellent achievement during their time at Glebe. Pupils make outstanding progress in science and mathematics. Progress in English is not quite as rapid, particularly in writing for the more able pupils.

The school manages pupils' behaviour very effectively and pupils' conduct is outstanding as a result. The Healthy School status and the Active Mark award acknowledge pupils' good understanding of health issues. As a result of the outstanding procedures for safeguarding, pupils report how much they enjoy learning and feel safe and secure at school. Partnerships with outside agencies, parents and carers are outstanding and have a very positive impact on the pupils' experiences. However, attendance of a very small minority of pupils remains a concern.

The outstanding curriculum, combined with excellent teaching, motivates pupils to want to learn. Indeed parents and carers, too, enthuse about the rich and exciting range of activities on offer.

The headteacher and senior leadership team drive the school forward very well through development planning that has a central focus on improving the quality of teaching and learning. Rigorous monitoring and very effective self-evaluation ensure that any weaknesses are quickly identified and addressed. All staff are held to account, challenging targets are set and a culture of high expectations established. In the past few years, attainment at the end of Year 6 has risen from below average to above average. Significant improvements have been made to the quality of teaching and learning at Key Stage 1. A sustained concentration on standards and the quality of the leadership team and staff give the school outstanding capacity for further improvement. The school provides excellent value for money.

What does the school need to do to improve further?

- Improve the progress the more able pupils make with their writing by ensuring they are provided with more opportunities to create and develop high level written work.

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- Improve the attendance of a very small minority of pupils by working even harder to help them and their families realise the importance of education and of the need to attend school on a regular basis.

Outcomes for individuals and groups of pupils

1

Pupils' enjoyment, achievement and learning in lessons are outstanding. From their below average attainment on entry to Year 1, pupils make excellent progress overall. They are inquisitive, enthusiastic learners who gain great enjoyment from participating wholeheartedly in activities. Pupils make outstanding progress in mathematics and science as a result of the innovative use of information and communication technology to support their learning and the strong focus on developing these basic skills across the curriculum. They make excellent progress in reading, speaking and listening too. This is because staff are highly skilled in promoting language development by any means possible. For example, the excellent and very well targeted programme of one-to-one tuition in reading ensures that those pupils who fall behind catch up quickly. The development of good basic skills plays a highly significant part in ensuring that pupils are learning skills that will contribute strongly to their future well-being. Written work in English demonstrates pupils' use of a wide vocabulary, their ability to write in a variety of styles and genres and their good use of their writing skills across other subjects. Occasionally, higher attaining pupils are not provided with enough opportunities to create pieces of writing that challenge them to do their best. Very well focused and targeted support enables all pupils from a wide range of ability groups and those with special educational needs and/or disabilities to make the same excellent progress. Pupils from minority ethnic backgrounds also make outstanding progress in their learning.

Pupils interact well with each other because of the school's strong focus on respect. Their enthusiasm to tackle even the most challenging tasks is heartening to see. They are proud of their school and its environment. Pupils are considerate, show a keen sense of right and wrong and clearly understand that their actions have consequences. They say that bullying is not a problem and know staff will always help. Older pupils provide excellent role models for younger pupils to look up to and emulate. Members of the Year 6 'Rock Band' gave an inspirational performance, which younger pupils, parents and carers and inspectors much appreciated. Pupils' spiritual, moral, social and cultural development is good overall although their knowledge of the diverse cultures presented in the United Kingdom is more limited.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teachers' knowledge and love of their subjects are evident and they obviously enjoy sharing their enthusiasm with pupils. This results in the excellent relationships observed between pupils and teachers and helps to build pupils' motivation and confidence. In most lessons, pupils complete a variety of interesting tasks, work at a brisk pace and enjoy learning. Teachers ask probing questions and always ask pupils to explain answers in full and often to the whole class. The excellent teamwork between teachers and support staff ensures pupils settle quickly and are eager to learn. Assessment is rigorous and progress is tracked thoroughly, with rapid follow up when underachievement is identified. Pupils say that they welcome the chance to be involved in helping to assess their own learning. A close focus on problem solving and the imaginative use of information and communication technology has helped to fire pupils' love of mathematics and science. Occasionally, opportunities are missed to challenge and extend the more able pupils in order to create high level pieces of writing.

The rich curriculum provides high quality opportunities for pupils. The introduction of the 'challenge curriculum', linked to the firmly established creative aspects of the curriculum, has enabled staff to focus on developing pupils' key basic skills through the total immersion of pupils in a topic. For example, through the 'pirates' theme in Year 2, aspects of literacy, numeracy and social development are integrated to form an exciting vehicle for learning. Pupils particularly appreciate the breadth and balance of provision which enables

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them to enjoy their learning in a variety of ways. Very good opportunities are provided for wider learning experiences, including trips to London and to the theatre. The highly popular breakfast club makes a very important contribution to helping pupils attend regularly, arrive on time and be well prepared for lessons.

The school works exceptionally well with families and with pupils to sustain and develop their learning and to support the well-being of individual pupils facing challenging circumstances. Strong internal support systems enhance learning opportunities for all pupils and especially the most vulnerable. Pupils have very high levels of confidence in the school's ability to advise them effectively. Very good induction and transition arrangements ensure starting school or moving to the next stage of education are confident, happy experiences. A number of strategies are used to help the small number of families who find regular school attendance difficult. The school's actions are resulting in measurable improvement although some families do not always take full advantage of the valuable support and advice the school provides.

These are the grades for the quality of provision

The quality of teaching	1
Taking into account: The use of assessment to support learning	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher leads the school exceptionally well. She is inspirational in setting a very clear direction and tone for the school's work. Senior leaders successfully transmit their exceptionally high aspirations, which are seen in the commitment of staff and pupils to achieve ambitious targets. The monitoring of teaching and learning through lesson observations and sampling pupils' work is excellent and has been effective in eliminating relative weaknesses. Systems to track pupils' progress over time are innovative. The 'pupil profile' is an excellent device for tracking the progression of pupils' skills throughout their time at Glebe.

The effectiveness of the Governing Body is satisfactory. Members of the Governing Body support senior leaders. They make a contribution to the leadership of the school offering a range of experience and ensuring all their statutory duties are fulfilled. The role of the governing body in self-evaluation is beginning to become more focused and embedded in the work of the school.

The provision for equal opportunities and the elimination of discrimination are outstanding. The school successfully achieves its aim of giving every pupil the best possible opportunities in all aspects of school life. Safeguarding procedures are excellent and fully meet requirements, and pupils and parents and carers agree that the school is extremely safe. Very rigorous risk assessments cover all activities and are widely discussed so that all share equally in the collective responsibility for pupils' safety and well-being. The school

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actively promotes community cohesion at local and national levels based on a thorough analysis of its context. The school contributes well to the community through the building of relationships with key professionals and by reaching out to parents and carers. For example, parents and carers are provided with opportunities to work alongside their children in order to improve their child's reading and writing.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

The outstanding Early Years Foundation Stage enjoys many parental plaudits such as, 'A fantastic school that puts the children at the centre of all they do.' Children enjoy experiences of the highest quality in the Early Years Foundation Stage. Excellent welfare arrangements and positive relationships ensure children feel very safe and secure and settle quickly. Practitioners provide children with every opportunity to become very effective at problem solving and using numbers; these skills set the youngest children on the path to becoming very successful learners.

Adults offer high levels of challenge and support as children learn to play and work together both inside and outdoors. Children participate happily in lessons because they know that familiar, consistent and highly effective support from skilful teachers and key workers is close by. Their curiosity is engaged from the time they rush through the doors at the start of the day. They are quickly absorbed in purposeful tasks that provide the building blocks for their future learning, development and success. For instance, they make up rhymes, laughing aloud as they cheerfully chant their way through daily phonics sessions. Key workers ensure children feel totally at ease in the setting and that they can follow their own interests throughout the day.

Adults monitor children's development meticulously and make regular assessments of their progress. Comprehensive, individual 'pupil profiles' for each area of learning provide a

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clear picture of the outstanding progress children make during their time in the Nursery and Reception classes and parents and carers enjoy sharing these. Improving pupils' numeracy, communication, language and literacy skills is a key focus for all adults. Children make rapid progress towards the Early Learning Goals. Nearly all are working within these in terms of their personal, social and emotional development by the time they move into Year 1. Their skills of problem solving and inquiry develop at a brisk pace. Children's speaking and listening skills develop well although writing remains a relative weakness. Parents and carers are particularly appreciative of the very effective induction arrangements and confirm that their children settle very quickly in this engaging environment. The headteacher and other senior leaders ensure that the leadership and management of the Early Years Foundation Stage are outstanding.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

Almost all the parents and carers who responded to the inspection questionnaire expressed highly positive views of the school. This was true of several parents and carers that the team met. Parents and carers value highly the work of the school in helping their children to be happy and achieve well. Inspectors endorse these opinions. A few parents and carers expressed concerns about behaviour. During the inspection, pupils' behaviour was impeccable both in the classroom and around the school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Glebe 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 60 completed questionnaires by the end of the on-site inspection. In total, there are 230 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	42	70	18	30	0	0	0	0
The school keeps my child safe	45	75	15	25	0	0	0	0
My school informs me about my child's progress	31	52	26	43	1	2	0	0
My child is making enough progress at this school	33	55	25	42	1	2	0	0
The teaching is good at this school	36	60	22	37	1	2	0	0
The school helps me to support my child's learning	34	57	25	42	1	2	0	0
The school helps my child to have a healthy lifestyle	33	55	26	43	1	2	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)	34	57	23	38	0	0	0	0
The school meets my child's particular needs	33	55	23	38	2	3	0	0
The school deals effectively with unacceptable behaviour	29	48	30	50	1	2	0	0
The school takes account of my suggestions and concerns	29	48	29	48	1	2	0	0
The school is led and managed effectively	38	63	19	32	2	3	0	0
Overall, I am happy with my child's experience at this school	43	72	17	28	0	0	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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



20 October 2010

Dear Pupils

Inspection of Glebe Primary School, Stoke-on-Trent ST4 3HZ

Thank you for being so friendly and helpful when I came to your school recently with two other inspectors. We saw how well you do, how hard you work and just how much you all enjoy school. Your parents and carers also told us that they think your school is 'brilliant' and we agree. We have to use a longer word in our report. That word is 'outstanding'. We saw many outstanding things in your school. Your headteacher and all the staff work so hard to make school fun for you. There are many exciting activities for you to enjoy, including all those after school clubs. We had great fun too as we listened to the Year 6 'Rock Band'. The teaching you receive is excellent and you work very hard. Adults take excellent care of you all and make sure that you all feel very safe and secure.

Even in outstanding schools there are still things that can be improved. To help with this your headteacher agrees with me that the school should:

- ensure you all, particularly those pupils who are very able, make the best possible progress with your writing
- work even harder to help some of you improve your attendance.

Carry on enjoying school, having fun and rocking with the band.

Yours sincerely

Mr David Cox

Lead inspector

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