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Andrew Smith
Headteacher
The Glade Community Primary School
Knappers Way
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Dear Mr Smith

Ofsted monitoring of Grade 3 schools: monitoring inspection of The Glade Community Primary School

Thank you for the help which you and your staff gave when I inspected your school on 3 February 2012 and for the information which you provided during the inspection. Please also pass on my thanks to the staff and pupils, who were extremely accommodating and responsive during my visits to their classrooms and the school office. Please also pass on my thanks to the Chair of the Governing Body for his time.

Since the last inspection in May 2010, three out of the seven class teachers are new to the school. One existing member of staff has changed key stage and was appointed leader of the Early Years Foundation Stage from September 2011. The senior leadership team is now working at full capacity again now that a senior teacher has returned from maternity leave. The headteacher has successfully steered the school through a difficult time in respect of a staffing issue since the previous inspection. Much work continues as the school moves towards full primary school status from September 2012.

As a result of the inspection on 26 May 2010, the school was asked to address the most important areas for improvement which are set out in the annex to this letter.

Having considered all the evidence, I am of the opinion that at this time the school has made good progress in making improvements.

Achievement of pupils at the school

Pupils make good progress from their below, and sometimes well below, starting points. They reach average attainment in reading, writing and mathematics by the end of Year 2. School performance data shows a continuation of broadly average attainment in all three subjects, whilst showing gradual improvement, year on year.

January 2012



Teaching is now rightly focused strongly on increasing numbers of pupils achieving the higher Level 3 in reading, writing and mathematics.

Recent staff changes are leading to higher expectations and improving achievement for most pupils, with a subsequent rise in attainment in Year 2. Much improved pupil tracking demonstrates precisely where improvement is evident and where further work is required. Most notably, improved teaching and leadership of the Early Years Foundation Stage is ensuring at least good progress from children's starting points in many areas of learning so that pupils are entering Year 1 better equipped for good learning. The school rightly identifies weaker areas of learning, such as pupils' emotional development, reading and writing, requiring further development.

Strong emphasis on the teaching of letters and sounds (phonics) is leading to significant improvement in reading in Years 1 and 2. The 2011 national data confirms that reading has continued to improve year on year. School assessments indicate that this is set to continue for current Year 2 pupils. School and national data show marked improvement in mathematics in the 2011 teacher assessments, with similar outcomes indicated for this year's cohort. Although writing by the end of Year 2 dipped slightly in 2010, school data shows improvement for the current Year 2.

Higher expectations for pupils of all abilities and consistently good teaching is leading to good progress for pupils in Years 3 to 5. Disabled pupils and those with special educational needs, and those learning English as an additional language, make correspondingly good progress. School data shows that pupils in the current Year 5 are well on track to reach at least expected levels by the end of Year 6. Over half of the pupils are already exceeding expected levels in mathematics and, to a lesser extent, in reading. The school is already close to reaching its annual targets set for mathematics and reading and has exceeded those set for writing.

The quality of teaching

During my visit, joint observations with you of all seven class teachers highlighted the positive impact of your monitoring. The systematic programme of monitoring, introduced shortly before the previous inspection, has now brought about significant improvement in all aspects of teaching so that it is now good overall. Where teaching occasionally falls short of expectations, ongoing coaching and support is helping staff who lack confidence, or who are less experienced, to develop their skills.

Teaching typically incorporates high levels of confidence, a variety of interesting approaches and particularly effective use of exciting visual resources. Teachers continually signpost pupils towards improvement through ongoing feedback in lessons and excellent marking which is linked to learning targets. Planning has been significantly strengthened. The new planning format, used by all staff, ensures that



learning is flexible and well structured to meet the varying needs of all pupils. A particular strength of planning is the focus on extremely well-focused aims (success criteria). Systematic use of these by all teachers has been instrumental in improving teaching and pupils' progress. Planning clearly shows how the curriculum has improved, particularly in respect of ensuring stronger links with other subjects so that learning is increasingly meaningful to pupils. The good curriculum focuses well on wider aspects of learning for life, including developing pupils' spiritual, moral, social and cultural awareness. Pupils' own interests are increasingly embraced so that boys and girls are suitably engaged and willing to contribute to their good learning. Disabled pupils and those with special educational needs are very well included as are those learning English as an additional language. Effective provision and use of additional adult support ensures good challenge and support so that these pupils achieve well. Lesson observations and discussions with pupils exemplify their enjoyment of learning and their understanding about what they are learning, how well they are performing and precisely what they have to do to improve. Work in pupils' books also demonstrates the positive impact of precise targets for improvement.

Behaviour and safety of pupils

Behaviour in lessons and around the school is good and much of it is exemplary. This is because of the strong emphasis throughout the curriculum and in lessons on developing pupils' social and moral awareness, the very high expectations of staff and pupils' understanding of these. Discussion with pupils demonstrates their complete confidence that they feel safe in school. They understand well the importance of regular and punctual attendance but adopt a very caring, thoughtful attitude to the many pupils who need to make regular, extended trips to families in their country of origin or those who need to be with their families when fathers return from active service overseas. Pupils demonstrate enthusiasm and positive attitudes to learning because they are highly motivated by the exciting things they do in lessons. Because of the respect shown to them by adults in the school, children from the Reception class upwards are very accepting of difference. The many opportunities for pupils to work in pairs or groups are very effective in helping them to understand how to work collaboratively and listen to the views of others.

The quality of leadership and management of the school

The good start noted at the previous inspection by the, then, recently appointed headteacher has significantly strengthened leadership at all levels. This, in turn, has strengthened the school's capacity to improve further. The governing body is now well equipped to understand well the strengths and weaknesses of the school, how to receive and interrogate data and how to effectively challenge the school's performance. The senior leadership team is functioning effectively in its role of monitoring performance, and subject leaders are very aware of their leadership roles within their subjects. School leaders now have much higher expectations in respect



of teachers' accountability for pupils achieving their targets, such as through the regular progress meetings introduced at the time of the previous inspection. Much work has been undertaken to develop whole-school and day-to-day assessment systems which are increasingly raising pupils' achievement and attainment. Rigorous analysis of assessment data is providing senior leaders with good information about pupils' progress so that appropriate action can be taken. Information also enables comparisons between the performance of different groups and classes. Nearly all teachers now demonstrate good understanding of the use of assessment data, which they use to set challenging targets for pupils and to measure progress against them.

The governing body ensures statutory arrangements for safeguarding pupils fully meet regulatory requirements. The governing body and senior leaders continue to do much work to improve attendance and punctuality. There has been some good progress in reducing persistent absence as a result of clear action planning, involvement of external agencies, detailed monitoring and ongoing liaison with the parents and carers concerned. In spite of the school's best efforts, initial improvements in overall attendance have not been sustained. This is due to increasing numbers of pupils whose families regularly return to their country of origin. Among all other groups, there has been significant improvement in attendance.

Advice and support from external partners, including partnership schools, is actively sought so as to bring about improvement in pupils' academic, social and emotional development. Senior leaders use increasingly well focused development plans to ensure that self-evaluation is accurate.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Nichola Perry
Additional Inspector



Annex

The areas for improvement identified during the inspection which took place in May 2010

- Raise attainment and improve progress in reading, writing and mathematics by:
 - increasing significantly the proportion of teaching which is good and removing any that is inadequate
 - helping teachers to ensure that learning activities are targeted more precisely to the needs of individuals and groups of pupils
 - ensuring teachers' assessments and progress tracking are used effectively to identify gaps in pupils' learning and set targets for improvement.

- Improve pupils' attendance and punctuality by working closely with parents and support agencies to notably reduce persistent absence and lateness.

- Extend and strengthen the role played by middle leaders in leading and managing aspects of the school's work by:
 - helping them to establish rigorous monitoring and evaluation programmes for their areas of responsibility
 - involving them in the systematic analysis of the attainment and progress of all pupils, including those with additional needs.

