

Glebe Junior School

Inspection report

Unique Reference Number	112624
Local Authority	Derbyshire
Inspection number	357149
Inspection dates	6–7 October 2010
Reporting inspector	Joanne Harvey HMI

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	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	378
Appropriate authority	The governing body
Chair	Walter Greensmith
Headteacher	Jan Seymour
Date of previous school inspection	12 February 2008
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. Twenty six lessons were observed and 14 teachers seen. Inspectors held meetings with members of the governing body, groups of pupils, parents, leaders at all levels, the special educational needs coordinator and representatives from the local authority. They observed the school's work, and looked at the school development plan, assessment information, school and local authority monitoring information, lesson plans, school policies and 177 questionnaires from parents and carers.

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

- Whether the very large majority of groups of pupils make good progress in all key subjects
- Whether teachers consistently plan work that appropriately challenges pupils, check their understanding and make it clear to them how they can improve
- Whether the curriculum is sufficiently modified to meet the needs of all pupils equally well
- If current systems are giving leaders and managers an accurate picture of the school's strengths and whether they bring enough rigour to the drive for school improvement.

Information about the school

The school is larger than average. The vast majority of pupils are White British. A lower than average proportion of pupils is known to be eligible for free school meals. The proportion of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs is lower than average. Among others, the school has achieved the Green Flag Eco Award and the Football Association Charter Mark. The headteacher has been in post since January 2010.

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?

3

The school's capacity for sustained improvement

3

Main findings

The school provides a satisfactory quality of education and a positive and welcoming environment. The school achieves its stated core values of 'honesty, respect and fulfilment' because of the good care, guidance and support offered to pupils, in conjunction with a broad and well-enriched curriculum. Staff value each pupil and form strong and trusting relationships with them. Therefore pupils feel safe, develop positive attitudes to learning and behave well. They are proud to take on responsibilities, such as membership of the school and eco councils or as play leaders. They show empathy and are thoughtful of others, for example, in organising a picnic for the children in the nearby nursery or organising games for pupils at the infant school. Pupils enjoy school and demonstrate this through their above average attendance. They particularly enjoy the first hand experiences that they are offered through educational visits or investigations in the classroom. For example, in one Year 5 lesson, pupils made good progress with their scientific knowledge and skills when they had fun investigating whether they could dissolve soil in water and then try to separate them again.

The headteacher has identified the school's strengths and correct areas for improvement. A new vision of 'developing successful lives' has been established. The vision is rightly focused on driving improvements to quicken the rate at which pupils make progress with their learning, including improving the quality of teaching and the impact of leadership and management. By the end of Year 6, pupils' attainment is above average in English, mathematics and science. This represents satisfactory progress from their starting points on entering the school. The quality of teaching is satisfactory; while some good teaching was seen, there is not enough to ensure that pupils consistently make good progress. Systems to check on pupils' progress have been improved and are beginning to have an impact. More pupils are reaching the higher levels in English and mathematics and progress in reading has quickened. However, the use of these systems for accurate assessment of pupils' work and measuring progress has yet to be fully embedded in the work of the school. Senior and middle leaders work hard, alongside governors, but systems for monitoring and evaluation and staff development have not been rigorous enough for them to make a full and swift impact on school improvement. Nevertheless, due to improvements in pupils' attendance, together with their good personal outcomes, the school's capacity for sustained improvement is satisfactory. Self-evaluation is accurate and plans reflect what needs to be done to consolidate success and improve further.

What does the school need to do to improve further?

- Increase the rate of pupils' progress by:

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- matching work to pupil's needs, based on accurate assessments, so that all are suitably challenged
- ensuring pupils' misconceptions are picked up and dealt with
- ensuring pupils are clear about what they need to do to improve
- allowing pupils time to learn independently and do things for themselves
- ensuring the pace of learning is quick enough
- ensuring lesson timetabling makes the best use of learning time throughout the day
- Improve the impact of leadership and management by:
 - ensuring that the use of systems to accurately assess the work of individuals and groups and measure their progress are embedded
 - establishing a shared view of successful teaching and learning
 - developing the skills of senior and middle leaders in monitoring and evaluating learning and taking rigorous action to bring about swift improvement
 - ensuring action plans for improvement are focused, implemented swiftly and their impact monitored and evaluated rigorously by governors and leaders and managers at all levels.
- Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Observations by inspectors and evidence presented by the school showed that attainment is above average in English, mathematics and science when pupils leave Year 6. Pupils were seen making satisfactory progress in the majority of lessons. For example, in mathematics lessons in Years 3 and 4 pupils made satisfactory progress in their understanding of the properties of shapes because whilst they were given hands on opportunities which engaged them and they were taught mathematical vocabulary accurately, the lessons did not build sufficiently on pupils' prior learning with most pupils carrying out the same task. In contrast, in a Year 6 lesson about shapes, learning moved on at a good pace because of careful individual questioning to check understanding and challenge thinking. The additional intervention programmes for those with special educational needs and/or disabilities ensure that they also learn appropriately and make satisfactory progress. The most vulnerable often do even better because of the good additional one to one support they receive. Where gaps have been identified in the performance of groups, these are being promptly addressed. The gap between girls and boys has narrowed significantly over recent terms and those known to be eligible for free school meals, now often outperform their peers.

Pupils' enjoyment of learning was seen in the curiosity and interest they showed in their activities. They contribute to group and class discussions and appreciate and respect the ideas of others. Good manners predominate. Pupils raise funds for local, national and international charities. Their efforts to improve the environment have resulted in a Green Flag award and include renovating a pond for use by nursery children. Pupils' spiritual,

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moral, social and cultural development is good. However, their experience of and ability to reflect and comment on their place in a multi-cultural and multi-faith society is less well developed. They have a good knowledge of how to keep healthy and embrace physical activities with enthusiasm but do not always choose the healthy food option at lunch time. They talk convincingly about safety, including internet, fire and the dangers of smoking and alcohol. Pupils' confidence with new technologies and ability to apply their good basic and personal skills ensures they are prepared well for the next stage of their education and lives.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
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	2
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 manage pupils well and engender a strong work ethic. They are skilled in the use of interactive whiteboards for presentation. The best lessons are lively and move at a brisk pace. These lessons are well planned; teachers use good subject knowledge to build small steps of learning and respond to pupils' learning needs throughout the lesson. Open and challenging questions are asked to make pupils think and work things out. Additional adults are deployed well. However, these features are not consistently evident across all classes. Too often activities are planned which do not take account of accurate assessments of pupils' prior learning and this results in tasks which may be too easy or too hard. Sometimes teachers talk for too long or tell pupils the answer without giving them the opportunity to test ideas or find things out. Opportunities are missed to check

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understanding before moving on to the next task. Some good examples of marking were seen which helped pupils to improve but elsewhere the quality of marking was inconsistent.

The curriculum is extended by a variety of out-of-school activities, including sports and creative arts. Established links with local schools enhance pupils' development, particularly in physical education. The use of subject specialists in physical education, information and communication technology, music and French ensure provision is of high quality. The curriculum suitably promotes pupils' adoption of a healthy lifestyle, as reflected in the Football Association Charter Mark, Healthy School status and the popular 'lets get cooking' club. The curriculum is modified so that those who find learning more difficult are able to access all that the school has to offer and the most able pupils are being challenged more often to reach the highest grades in English and mathematics.

Parents and carers spoke highly of the good care, guidance and support their children receive. Particularly the induction arrangements which allow the youngest children to settle well and the eldest to move on confidently. Pupils whose circumstances make them vulnerable are well cared for and good use is made of outside agencies to give pupils the expert help they need. The school has worked successfully over recent terms to improve attendance and punctuality.

These are the grades for the quality of provision

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

How effective are leadership and management?

The new headteacher has raised expectations and refocused governors and other leaders on the key priorities for improvement. New systems for checking on the success of the school's work and action plans for improvement are being put in place after a period when these have lacked rigour. These systems have yet to embed but are showing their impact sufficiently to give confidence that the school has satisfactory capacity to sustain improvement. Not all leaders and managers, including governors, are confident or knowledgeable enough yet to play their full part in ensuring and measuring the school's success. Good teaching practice, which secures good progress for pupils, is being shared, though not all staff are secure in their understanding of what this should look like in classrooms. Leaders have responded to parents and carers' concerns. They have taken steps to improve communication and the quality and regularity of the information they share. Partnerships to promote well-being are well established. More recent partnerships have a sharper focus on promoting learning, for example, the 'narrowing the gap' project with the local junior and secondary schools. These projects also demonstrate a suitable commitment to equal opportunities. At the time of the inspection requirements for

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safeguarding were suitably met. The school promotes community cohesion satisfactorily. It has good links with the local community but recognises that nationally and globally there is more work to be done. As outcomes are satisfactory, the school provides satisfactory value for money.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
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	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Views of parents and carers

A larger than expected number of parents and carers responded to the questionnaire. Of these, the overwhelming majority are happy with their children's experience of school. They judged that their children enjoys school and are kept safe. The very large majority judged the leadership and management of the school to be effective and that they are kept informed of their children's progress. They feel their children are making enough progress, are prepared well for the future and that teaching is good. They also feel that they get help to support their children's learning. They believe their children are helped to lead a healthy lifestyle, their needs are met and behavior is dealt with effectively. Inspectors endorse many of the parents and carers' positive views.

A very small minority of parents expressed the view that leaders and managers do not take account of their views and concerns and that they do not agree that communication between home and school is effective. The school has planned strategies to address these concerns.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Glebe Junior 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 177 completed questionnaires by the end of the on-site inspection. In total, there are 378 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	84	47	92	52	1	1	0	0
The school keeps my child safe	98	55	76	43	3	2	0	0
My school informs me about my child's progress	48	27	102	58	20	11	0	0
My child is making enough progress at this school	45	25	109	62	12	7	0	0
The teaching is good at this school	61	34	107	60	2	1	0	0
The school helps me to support my child's learning	44	25	105	59	20	11	2	1
The school helps my child to have a healthy lifestyle	52	29	114	64	7	4	1	1
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)	45	25	110	62	3	2	0	0
The school meets my child's particular needs	47	27	112	63	10	6	0	0
The school deals effectively with unacceptable behaviour	62	35	97	55	6	3	3	2
The school takes account of my suggestions and concerns	33	19	112	63	14	8	2	1
The school is led and managed effectively	47	27	110	62	8	5	2	1
Overall, I am happy with my child's experience at this school	66	37	104	59	4	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 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.



8 October 2010

Dear Pupils

Inspection of Glebe Junior School, Alfreton, DE55 2JB

Thank you for the warm welcome you gave to us when we came to inspect your school recently. I also wish to thank those of you who took time to talk with us and tell us about your school.

These are some of the things we have found out about your school.

Yours is a satisfactory school, where you make satisfactory progress and reach above average levels of attainment

Your school gives you good care, guidance and support.

There are many things planned for you to do which make your learning more interesting and that you say are fun.

You behave well in school, say you feel safe and know how to stay healthy.

The teaching you receive and the way your school is led and managed are both satisfactory.

We have asked your headteacher, staff and governors to make lessons even better by:

- helping you to make faster progress by assessing your work and monitoring your progress even more carefully
- ensuring that you work at a fast enough pace
- making sure that the work is not too hard or too easy for you
- making sure that teachers notice and correct your mistakes and misunderstandings
- making sure you are clear about what you need to do to improve your work
- giving you more chances to work on your own and do things for yourselves
- making sure that all of the adults who lead your school play their part in helping it to improve.

You can help your school by continuing to behave well and working with your teachers to achieve the very best you can.

Yours sincerely

Joanne Harvey

Her Majesty's Inspector

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