

Gladstone Road Infant School

Inspection report

Unique Reference Number	121319
Local Authority	North Yorkshire
Inspection number	358984
Inspection dates	22–23 September 2010
Reporting inspector	Amraz Ali 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	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	355
Appropriate authority	The governing body
Chair	Mr Shaun Marshall
Headteacher	Mrs Anne Swift
Date of previous school inspection	13 May 2008
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. They observed teaching and learning in 24 lessons, saw all of the teachers who were teaching during the inspection, observed an assembly and held meetings with governors, staff and groups of pupils. Inspectors also spoke to some parents. They observed the school's work, and looked at pupils' records and assessment results, reviewed safeguarding documentation and scrutinised pupils' work. They analysed responses to 105 parental questionnaires.

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

- The extent to which the 2010 results indicate the start of a decline in attainment by looking at attainment and progress across the school, particularly for the most able.
- How teaching is meeting the needs of all pupils, particularly the most able and pupils with special educational needs and/or disabilities.
- The use of assessment information to plan lessons to meet the needs of all ability levels.
- The effectiveness of leaders and managers at all levels, including governors, in driving improvement and demonstrating capacity for sustained improvements.

Information about the school

This is an above-average-sized infant school where most pupils are from White British backgrounds. The proportion of pupils known to be entitled to free school meals is a little above average. The proportion of pupils with special educational needs and/or disabilities is below average, and the number of those with a statement of special educational needs is low. The proportion of pupils from minority ethnic backgrounds is below average, but increasing and a very small number of pupils are looked after by the local authority. The site is shared with the Junior School and there is extremely restricted playground space and no playing field. The school has gained the Arts Mark Gold, Singup Platinum and Healthy School awards.

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

Gladstone Road Infant School provides a satisfactory quality of education for its pupils. There are some good features, notably the good care, support and guidance for pupils and the good curriculum. Together, these are helping to promote good personal development outcomes for pupils, including the extent to which they adopt healthy lifestyles, stay safe and make positive contributions to the school community. Parents value the school and talk positively about their children's experiences. There has been some disruption associated with staff changes following the previous inspection and, as a result, the school has not been as successful as it wanted to be in improving provision. These staffing difficulties have been a contributory cause of the variability in pupils' progress and the quality of teaching and learning.

Children settle well into the Reception classes. As a result of their satisfactory learning and progress across the school, pupils' attainment overall is typically average by the time they leave Year 2. However, their progress is variable and some pupils do not make the progress that they should do, particularly in reading. This is linked to inconsistencies in the quality of teaching, which is the main reason why progress is satisfactory rather than better. Where teaching is good or better, pupils are challenged to do their best and are fully engaged in their learning. In the best lessons, learning proceeds at a brisk pace and planning is securely based on the assessment of pupils' attainment. Nevertheless, this is not common and the quality of lesson planning is too variable in identifying clear learning intentions and how work is to be modified for all of the ability groups within each class. Consequently, in some lessons the work set does not provide just the right level of challenge to meet the needs of all pupils and some pupils lose concentration and their learning slows. A success has been the development and enriching of the curriculum, which has strengths in the provision for singing and arts across the school. As a result, pupils enjoy their time at the school and are happy and keen to learn.

Self-evaluation is satisfactory and leaders know what needs to be done to move the school forward. There have been some successes in driving improvements, including building work to enhance outdoor provision for the Early Years Foundation Stage. This, along with improvements to the curriculum, demonstrates that there is a satisfactory capacity for further improvement. Whereas the leadership of the quality of teaching has been less successful, because monitoring has not always checked that agreed policies are being consistently implemented robustly enough.

What does the school need to do to improve further?

- Raise achievement by ensuring that the progress of pupils across the school is good in reading, writing and mathematics.

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- Establish robust and accurate assessment in all Reception classes that will inform the next steps of learning for each child and help keep track of their progress.
- Improve the quality of teaching by:
 - providing a sharper focus and more detailed guidance to teachers on the development of basic skills across the school
 - identifying clear learning objectives in teachers' lesson plans for all groups of pupils and individuals along with success criteria
 - identifying clear learning objectives for activities that pupils choose for themselves and check that pupils are developing and practising the intended skills
 - ensuring that all adults have a clear role in every lesson.
- Improve the arrangements for the leadership and development of teaching by:
 - clarifying expectations of teachers and support staff and the methods used to teach the basic skills in reading, writing and mathematics
 - closely checking and reviewing the impact of developments and initiatives.
- About 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**

Pupils' learning and progress in the majority of lessons are satisfactory overall with some lessons where learning is good and on occasion outstanding. Pupils are mostly keen to learn and try hard to complete their tasks, commenting that they enjoy their lessons. However, the progress that pupils make as they move through the school is patchy. This relates directly to the quality of their experiences and the quality of teaching they receive. As a consequence, pupils' achievement is satisfactory overall and they typically reach broadly average standards by the end of Year 2. This has been the case consistently for most of the last five years. However, attainment in 2010 was below average because the proportions reaching the higher Level 3 were below average. The school's data and tracking shows that, although progress is satisfactory overall, there is a significant minority of pupils who do not always make the progress that they should. The progress made by boys and girls is similar and the progress of the small number of pupils from minority ethnic backgrounds is similar to the progress of their peers. Learners with special educational needs and/or disabilities make satisfactory progress as do those pupils who are looked after, helped by the appropriate levels of support they receive.

Pupils state that they feel safe in school and that there are people to turn to if they have any problems. Pupils say that they enjoy school and, although there are some families who take holidays during school time because of their work, attendance is average. Pupils know and understand the important factors that contribute to leading a healthy lifestyle, such as eating fruit and taking exercise. Pupils of all ages make a good contribution to the school community by, for example, acting as snack monitors, school councillors or green club members. Their sound basic skills in reading, writing, mathematics and computer skills mean that they are suitably prepared to continue their education when they move to their next schools. Pupils' behaviour is welcoming and positive and they behave

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considerately towards each other. Their spiritual, moral, social and cultural development are good. They respect one another and are tolerant of differences, as a result, all pupils feel valued, regardless of their backgrounds.

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	3
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	3
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?

Although satisfactory overall, teaching has some good features. Teachers' good relationships ensure that classrooms are calm and well ordered. This has a positive impact on pupils' social and personal development. Pupils settle to their lessons quickly, enjoy lessons and clearly want to learn. In the very best lessons, learning objectives are extremely clear for all groups of pupils and expectations of behaviour and learning explicit. In these lessons, planning very clearly identifies what each group of pupils is expected to learn and how work has been modified for each ability level. However, these features are not found in every lesson. On too many occasions, learning lacks focus and activities are not closely based on recent assessments. Some lessons start with an overly long, whole-class session that does not take into account the different levels that pupils are capable of working at. In these lessons, not enough time is left for pupils to work independently on their tasks. Although teaching assistants are sometimes used well to help those pupils who need extra help, there are times when their role is less clear and they are less effective.

The recent development of providing Year 1 pupils with access to a range of free choice activities is helping to develop their confidence and independence. However, not all of

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these activities have clear learning intentions. In addition, the learning from these activities is not always checked to ensure that pupils' basic skills are being enhanced. Although satisfactory overall, there are many inconsistencies between classes, even in the same year group. For example, approaches to the teaching of basic skills and in particular, the way handwriting and correct letter formation are taught. Practices vary and there is not currently explicit guidance on the methods and approaches that should be used.

The good curriculum ensures that pupils' learning and progress are satisfactory and makes a strong contribution to their enjoyment of school and the development of some good outcomes. The school has made significant efforts to enrich the curriculum, with, for example, the use of an off-site garden, visitors and activities such as the puzzle day to develop thinking skills and teamwork. The school's efforts are recognised by receiving several national awards for the curriculum. Pupils say they enjoy their work when there is plenty of practical work and they like the way that work is linked to themes. Programmes to help pupils who are in danger of falling behind, such as 'Numbers Count', are beginning to have an impact.

This is a caring school where staff take their lead from the headteacher, who knows every pupil by name. Parents, carers and pupils appreciate the good levels of care. This is typified by parents who commented, 'The school made my child feel very welcome.' and 'Staff are friendly and approachable.' Pupils say that they can talk to any member of staff if they have any problems. Induction arrangements are good and parents of pupils who have very recently joined the school value the fact that their children have settled quickly. The school has good links with outside agencies and works closely with them when needed. Arrangements for following up any absences are robust and there are examples where the work of the pupil and parent support adviser, shared with the junior school, is having an impact on reducing the number of pupils who are persistently absent.

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 main success of the headteacher and her team has been in ensuring that pupils benefit from a caring, welcoming and inclusive school where pupils feel safe and well cared for. The school's self-evaluation is largely accurate, identifying correctly the school's strengths and areas for improvement. Plans for improvement are sound and identify the most important areas for improvement. However, although there are systems in place for monitoring the impact of improvements, these do not always ensure that developments are consistently implemented. Although the quality of teaching and learning is soundly evaluated, arrangements to improve classroom practice have not always brought about

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consistent improvement to all lessons. There are some good features in the work of leaders at the school, for example, some subject leaders are clear about their roles and responsibilities and have begun to influence the practice of other teachers. Yet, this is not always the case and some are less involved in the close monitoring of pupils' progress and the quality of provision.

The governing body are fully committed to supporting the work of the school and are keen for pupils to achieve the best that they can. They generally know the school's strengths and weaknesses, though there is scope for them to develop their role in challenging the work of the school. The school engages well with parents and carers, who are encouraged to help in classrooms and have opportunities to go into classrooms to help their children learn. For example, during mathematics week parents visited to find out about puzzles and problem-solving games. Successful partnerships are benefiting pupils, for example, with the junior school to ensure that pupils are well prepared to change schools. Policies and procedures for ensuring equality of opportunity and tackling discrimination are secure. Consequently, all pupils are included fully in the life of the school, feel safe and make satisfactory progress. Good safeguarding procedures ensure that all statutory requirements are met and that the school and its grounds are as safe as possible as are the procedures for ensuring that educational visits are planned safely. School leaders know the community well and have begun to put strategies into place to develop pupils' understanding of a range of faiths and cultures. However, they have yet to evaluate the full impact of this work on pupils' attitudes and understanding.

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	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children enjoy coming to school and are happy to talk to adults about what they are doing and learning. Behaviour is good and children play well together, learning to take turns and

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cooperate with each other. They enjoy outdoor play, where they are able to practise balancing skills and role-play activities. However, the quality of experiences varies across the four classes because there are not yet consistent expectations or approaches to the way that children's basic literacy and numeracy skills are developed. Children's knowledge and skills on entry have been wide and varied but overall below what is typical for their age. More recently, children have entered Reception with skills and abilities that are more typical for their age. They make satisfactory progress during their time in Reception. Satisfactory leadership and management have brought about some improvements to the learning environment. Systems for assessing what children know and can do are being developed and include a 'learning journey' for each child, but are not yet rigorous enough to ensure that assessments are secure. This makes it difficult to track children's progress and so plan the next steps in their development. The accuracy of school data, and its links to detailed planning and precise learning outcomes, are areas that are underdeveloped.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

A large majority of parents and carers who responded to the questionnaires are positive about the school as were parents and carers who spoke to inspectors during the inspection. They regard the school as caring and supportive and the staff as approachable. Comments such as, 'This is a great school.' and 'My child is happy here.' reflect the high levels of satisfaction that parents expressed about the school. A very small number of parents shared with inspectors their concerns about start and end of day routines: specifically concerns about there being a large number of children and adults in the playground each day. Inspectors observed the way that teachers collect pupils from the playground at the start of the day and the arrangements for releasing them into their parents' care at the end of the day. Inspectors concluded that, given the limited amount of available space in the playground, appropriate arrangements are in place to manage this and keep pupils safe. Inspectors made the governing body and the headteacher aware of these concerns.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Gladstone Road Infant 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 105 completed questionnaires by the end of the on-site inspection. In total, there are 355 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	73	70	31	30	0	0	1	1
The school keeps my child safe	69	66	34	32	0	0	0	0
My school informs me about my child's progress	44	42	55	52	3	3	0	0
My child is making enough progress at this school	49	47	48	46	4	4	0	0
The teaching is good at this school	59	56	41	39	1	1	0	0
The school helps me to support my child's learning	58	55	40	38	2	2	0	0
The school helps my child to have a healthy lifestyle	55	52	46	44	0	0	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)	48	46	45	43	5	5	0	0
The school meets my child's particular needs	51	49	46	44	3	3	0	0
The school deals effectively with unacceptable behaviour	40	38	50	48	3	3	1	1
The school takes account of my suggestions and concerns	35	33	54	51	3	3	1	1
The school is led and managed effectively	48	46	47	45	2	2	1	1
Overall, I am happy with my child's experience at this school	65	62	36	34	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 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.



24 September 2010

Dear Pupils

Inspection of Gladstone Road Infant School, Scarborough, YO12 7DD.

You may remember that some inspectors came to visit your school recently. We really enjoyed meeting you, your teachers and everyone else who works in the school. Thank you for being so friendly and welcoming. You made our visit very enjoyable.

Your school provides you with a satisfactory education and is a happy place where you all get on well together. You told us that you enjoy being at school and that you feel safe.

Here are some other things I think you should know.

- Your headteacher and all of the staff care for you well.
- You make satisfactory progress in your learning.
- You behave well in school.
- You understand how to stay healthy.

We have asked your school to do four things to make it even better.

- Improve the progress that you make in reading, writing and mathematics.
- Get better at knowing how well children are doing in the Reception classes so that teachers can plan work to help them learn more and so that teachers can check on their progress.
- Use their knowledge of how well you are doing to plan lessons so that everyone is challenged to do their best in every lesson and makes really good progress
- Get better at checking how well teachers and new ideas are helping you to improve.

You can help by regularly attending school and continuing to work hard in all lessons.

Yours sincerely

Mr Amraz Ali

Her Majesty's Inspector

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