

# Glenmead Primary School

## Inspection report

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<b>Unique Reference Number</b>	103320
<b>Local Authority</b>	Birmingham
<b>Inspection number</b>	355361
<b>Inspection dates</b>	20–21 January 2011
<b>Reporting inspector</b>	Anna Coyle

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	374
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Dawn Langan
<b>Headteacher</b>	Hilary Allan
<b>Date of previous school inspection</b>	7 November 2007
<b>School address</b>	Glenmead Road Great Barr, Birmingham B44 8UQ
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## Introduction

This inspection was carried out by three additional inspectors, who visited 24 lessons and observed all teachers. They also held meetings with the headteacher, senior staff, the Chair of the Governing Body and groups of pupils and parents and carers. Inspectors observed the school's work and looked at a range of documents including assessment and tracking information, the school development plan, monitoring reports and pupils' books. The inspection questionnaires were analysed, including 74 from parents, 31 from members of staff and 200 from pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Whether pupils in Years 3 to 6 make enough progress in mathematics, particularly those with high prior attainment, and how well the subject is led.
- Whether expectations are high enough and how effectively teaching uses assessment to provide challenge for the more-able pupils.
- How well the governing body promotes community cohesion and what impact this is having on pupils' multicultural understanding.

## Information about the school

This large primary school is situated within a residential area on the northern side of Birmingham. The vast majority of pupils are White British. A small proportion learn English as an additional language and the main languages they speak at home are Polish, Farsi and Bulgarian. The proportion of pupils with special educational needs and/or disabilities is similar to the national average: their needs include specific and moderate learning difficulties, behavioural, emotional and social needs, physical disabilities and autism. The school has specially resourced provision for pupils with special educational needs and/or disabilities. Eleven pupils with statements for their educational needs receive specialist support in the school's Speech and Language Resource Base. The proportion of pupils who are known to be eligible for free school meals is similar to the national average.

The school has had some significant changes in staffing since the last inspection, including several senior leaders and a new headteacher. In addition, six newly qualified teachers have been appointed in the last two years.

The school has a privately run breakfast club and playgroup on the same site, both of which are inspected separately.

**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

This is an improving school that provides a satisfactory education for its pupils. It has emerged from a period of change and is poised to make further improvements. Strengths of the school include good provision for children in the Early Years Foundation Stage, a good curriculum and effective procedures for the care, guidance and support of pupils. Safeguarding procedures are good. There is good provision for pupils in the Speech and Language Resource Base and this enables them to learn effectively.

Children achieve well in the Reception classes and build effectively upon their knowledge and skills so that they reach the expected learning goals by the end of the year. Pupils in Years 1 to 6 make satisfactory progress. They attain broadly average standards in English and mathematics by the end of Key Stages 1 and 2. The school's data show that the majority of pupils develop basic skills appropriately, although progress is inconsistent in mathematics at Key Stage 2, especially for the more able in calculating and investigating numbers. Pupils behave well and take on responsibilities willingly. They are prepared suitably for the next stage of their education. Teaching is satisfactory overall. It is often good, and sometimes outstanding at the upper end of Key Stage 2. However, teaching varies across the school because there are inconsistencies between classes in the use of assessment to guide planning and, as a result, not all pupils are given enough challenging work. Pupils have clear targets in their literacy and numeracy books to help them learn, but teachers' marking does not always identify what they need to do next to improve their work. The school has introduced a new marking policy to help staff improve this aspect of teaching which is currently being embedded in all year groups.

The headteacher is the driving force in the school and works closely with the two assistant headteachers to provide a sense of ambition for all pupils. Senior staff have effectively strengthened the procedures for checking provision and tracking pupils' progress, although there is still work to be done to raise standards in mathematics. This is reflected accurately in the school development plan. The governing body is involved in school life, but it does not provide effective challenge to the leadership team. Furthermore, governors do not ensure that the school promotes community cohesion beyond the immediate locality. Even so, based on its satisfactory track record of improvement over the last three years since the last inspection and the good leadership and management of teaching, the school has sound capacity to sustain improvement.

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.

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## What does the school need to do to improve further?

- Raise standards in mathematics at Key Stage 2 so that the more-able pupils attain the higher levels at the end of Year 6 by:
  - accelerating progress in Years 3 and 4
  - increasing pupils' skills in calculating and investigating numbers
- Improve the consistency of teaching and learning to a good level across the school by:
  - making better use of assessment to match work to pupils' abilities
  - ensuring that teachers' marking consistently provides pupils with sufficient guidance on how to improve their work.
  - Extend the role of the governing body so that it provides greater challenge and support for the school.

## Outcomes for individuals and groups of pupils

**3**

Most pupils are working at levels which are broadly average in English and mathematics. The national test results have been variable over the last three years in writing at Year 2, and in mathematics at Year 6, and teaching is rightly focusing on improving pupils' handwriting and spelling still further. The school recognises the need to increase the progress more-able pupils make in mathematics at Key Stage 2 by providing them with more opportunities for investigative work. Learning and progress of all groups are at least satisfactory but pupils' mathematical calculations are sometimes hampered when they cannot recall times-tables facts. Pupils with special educational needs and/or disabilities and those who learn English as an additional language are supported effectively and behave well which helps them make sound progress in their acquisition of basic literacy and numeracy skills. Pupils who receive additional specialist support in the Speech and Language Resource Base make good progress because they are taught well by very patient and caring staff.

Attendance is above average, and pupils enjoy coming to school. Behaviour is good and pupils have good attitudes to learning. Spiritual, moral, social and cultural development is satisfactory. Pupils know right from wrong and are polite towards each other and adults. They say that there is no bullying in the school but they know to whom they should go if they have any worries or concerns. Pupils say that they feel safe at school and understand how to live healthily by eating nutritious food and taking plenty of exercise. They enjoy contributing to the school by taking on responsibilities as members of the school council but there are few opportunities for them to extend their involvement in the wider community.

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*These are the grades for pupils' outcomes*

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

<sup>1</sup> 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?

Teaching and learning are satisfactory, although there are variations between classes. The best teaching is characterised by good control and discipline, amicable relationships and a positive use of humour and praise to cheer pupils and increase their self-esteem. Teaching is occasionally outstanding in Years 5 and 6 when teachers' good questioning skills, strong subject knowledge, high expectations and excellent rapport with pupils inspire them to do well, such as in some mathematics and science lessons seen. However, teaching is less secure in Years 3 and 4 when teachers' subject knowledge is limited and planning does not take enough account of assessment information to match work to pupils' abilities. In these lessons, the more-able pupils are not sufficiently challenged to do their best and practical investigations are not well organised to promote independent research. Teaching assistants work as a good team to support small groups of pupils and they provide valuable help to individuals. Assessment is used appropriately to enable staff to organise lessons and provide pupils with interesting activities, but planning in some classes does not always take enough account of pupils' abilities. Pupils have clear achievable targets and the new marking policy is being implemented appropriately across the school. However, although marking is good in some classes, such as in Year 2, it is inconsistent in other year groups and does not always give pupils enough advice to help them know what to do to improve their work.

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The broad and balanced curriculum covers all aspects of learning and is well organised. It provides pupils with plenty of learning opportunities based upon a topic approach and there are some good links between subjects, such as English, art and history. The school focuses well on promoting pupils' personal, social and health education. Good opportunities to encourage pupils' practical skills and creativity are strong features of the curriculum, and plenty of colourful displays of pupils' artwork adorn the walls, ceilings and corridors. Activities are adapted well for pupils with special educational needs so that they can increase their literacy and numeracy skills. Pupils also benefit from a wide range of mathematical activities during breakfast club and sessions for individual tuition. There are good opportunities for pupils to enjoy sports and music activities with visiting specialists. Extra-curricular clubs enhance pupils' enjoyment of school, and educational visits extend pupils' experiences on topics such as the Tudors.

Staff care, guide and support pupils well and those who have special educational needs receive plenty of help. Strong relationships between staff, pupils and their parents and carers strengthen this further. Transfer arrangements to other schools are well organised to help pupils move onto the next stage of their education.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The headteacher is pivotal in driving improvement and embedding ambition in the school. She provides good leadership and liaises closely with the two assistant headteachers to improve teaching and spread good practice across the school. Senior staff are now rightly focused on increasing the consistency of teaching in all year groups. The senior leadership team meets regularly with phase leaders to discuss provision and outcomes and to ensure that the school provides satisfactory value for money. However, although the monitoring of teaching and learning has improved since the previous inspection, some leaders are new to their roles and have yet to have sufficient impact in accelerating progress in mathematics at Key Stage 2. Self-evaluation is accurate and the school development plan clearly identifies specific areas for improvement.

Safeguarding procedures are fully in place and good attention is paid to pupils' safety. Links with local schools and partnerships with parents are satisfactory. Staff value all pupils equally and know them and their families well: they support the parents and carers of vulnerable pupils particularly well. The school promotes community cohesion satisfactorily and has a new draft policy in place. There are suitable links with local schools and the church, but only a few links with the wider community. The governing body fulfils

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its statutory duties satisfactorily. However, it does not provide enough challenge for the school and is not sufficiently involved in promoting community cohesion.

*These are the grades for leadership and management*

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

## Early Years Foundation Stage

Children start school in the Reception classes with skills that are slightly below those expected for their age but all settle happily and enjoy learning in the school's colourful, stimulating environment. They make good progress and the vast majority attain the early learning goals before they move on to Year 1. Routines are well established and a good balance of adult-led and free-choice activities means that children make good use of the outdoor area and quickly learn to become independent, which are improvements since the last inspection. They follow instructions well and behave sensibly when working and playing. Children know how to take care of themselves and stay safe, and they understand that eating healthy food is good for them.

Adults work well together as a strong team, supporting children effectively and taking good care of them. Teaching is good and assessment is used carefully to guide planning so that it takes account of children's prior knowledge and understanding. Learning in reading, writing and numeracy are well supported because children are given plenty of support and guidance to help them develop their basic skills. They listen carefully to stories, form letters carefully and show enjoyment of writing. Children participate enthusiastically in creative and physical activities indoors and outside, such as when planting violets and building with small plastic crates. One of the assistant headteachers is currently managing this phase of learning effectively until a new leader can be appointed.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

The majority of parents who responded to the questionnaire are positive about the work of the school and indicate their satisfaction with the education provided for their children. Parents believe that their children are safe in school. A small proportion of parents say that the school does not provide them with enough information and it does not take sufficient account of parents' suggestions or concerns. The inspectors followed up these concerns and found that there is satisfactory communication between parents and the school.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Glenmead 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 74 completed questionnaires by the end of the on-site inspection. In total, there are 374 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	27	36	42	57	4	5	0	0
The school keeps my child safe	38	51	35	47	1	1	0	0
My school informs me about my child's progress	26	35	37	50	8	11	0	0
My child is making enough progress at this school	23	31	46	62	3	4	0	0
The teaching is good at this school	24	32	47	64	1	1	0	0
The school helps me to support my child's learning	30	41	37	50	6	8	0	0
The school helps my child to have a healthy lifestyle	33	45	39	53	2	3	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)	26	35	44	59	1	1	0	0
The school meets my child's particular needs	25	34	44	59	1	1	0	0
The school deals effectively with unacceptable behaviour	25	34	46	62	2	3	1	1
The school takes account of my suggestions and concerns	18	24	48	65	6	8	1	1
The school is led and managed effectively	29	39	41	55	1	1	1	1
Overall, I am happy with my child's experience at this school	30	41	40	54	1	1	1	1

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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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 January 2011

Dear Pupils

**Inspection of Glenmead Primary School, Birmingham, B44 8UQ**

We really enjoyed seeing you all when we came to visit your school recently. Thank you for being so kind and helping us to learn about all the things you do. Here are some of the things we found out.

You make sound progress in your learning and attain standards that are similar to other schools.

You told us that you enjoy coming to school and like learning.

You all know that eating healthy food and having plenty of exercise helps you to grow strong.

You behave well and you take on responsibilities willingly.

Your teachers and the teaching assistants give you plenty of interesting things to do in lessons.

Adults look after you well and they make sure that you are safe.

The headteacher leads the school well.

Your school is improving steadily. It provides you with a satisfactory education and has a lot of good things to interest you and help you learn. We have asked the headteacher and your teachers to help you do better in mathematics, especially those of you who are good with numbers. We want all your lessons to be good and we have also asked that all teachers give you clear advice about what you need to do to improve when they assess your work and mark your books. We have asked the governing body to be more active in checking on how well the school is doing.

You can help the school to improve further by making sure that you learn your times-tables and always work hard with your writing.

Yours sincerely

Anna Coyle

Lead inspector

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