

Glascote Heath Primary School

Inspection report

Unique Reference Number	124178
Local Authority	Staffordshire
Inspection number	380824
Inspection dates	1–2 December 2011
Reporting inspector	Vivienne McTiffen

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	224
Appropriate authority	The governing body
Chair	Vicki Blundell
Headteacher	Nicky Poore
Date of previous school inspection	18 November 2008
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Age group	4–11
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Introduction

This inspection was carried out by three additional inspectors. They observed 16 lessons taught by nine teachers and two assemblies. Meetings were held with staff, a parent, pupils and school leaders, including a representative of the governing body. Inspectors observed the school's work, including family sessions, and looked at development plans, information on pupils' attainment and progress, safeguarding documentation and samples of pupils' work. The inspectors analysed responses to questionnaires from 49 parents and carers, 19 staff and 93 pupils.

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

- Are expectations of what pupils can achieve high enough so all make the best possible progress, especially in English?
- Is the quality of teaching and use of assessment information consistently good enough to ensure a match of work to ability?
- How well does the curriculum motivate and meet the needs of all and help pupils to understand belonging to a wider community beyond the school?
- How effective are the school's strategies for promoting good behaviour and attendance?

Information about the school

This is an average-sized primary school. Most pupils are of White British heritage. The proportion of pupils known to be eligible for free school meals is well above the national average. Very few pupils speak English as an additional language. The number of pupils with special educational needs and/or disabilities is above average.

A privately-run pre-school shares the school's site. This aspect of provision is subject to separate inspection as it is not managed by the governing body.

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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school which takes good care of its pupils, nurturing their skills and talents. As a result, pupils make good gains in personal development and become confident learners who enjoy school, a view supported by parents and carers. One commented, 'My children love coming to school and have thrived on all the opportunities on offer.' The rich curriculum and enthusiastic teaching contribute strongly to pupils' enjoyment and motivation to learn. A noteworthy feature is the pride taken in work and accomplishments, shown by high quality displays around the school and careful presentation in books. The weekly 'Spotlight' assembly and regular rewards system celebrate achievements and instil in pupils the importance of trying their best, behaving well and attending school regularly. They enjoy comparing weekly attendance figures to see which class has done best. Attendance is average but a very small number of persistent absentees affect the school's overall figures. The school does much to promote good attendance but has limited success in helping all parents and carers understand the effect poor attendance has on their children's learning.

Pupils' spiritual, moral, social and cultural understanding is good. Behaviour is good and pupils have a clear understanding of right and wrong. They get on well together and help each other in lessons. They say they like new experiences and talk enthusiastically about opportunities the school offers them. For example, during the inspection, Year 6 pupils had returned from a 'Faith Trail', visiting several places of worship to aid their understanding of faiths and cultures different to their own. Although the visit made a good contribution, this aspect of pupils' understanding is less well developed. This is because the school is at the initial stages of forging links beyond the immediate locality to more fully promote pupils' knowledge of belonging to a multicultural society.

Attainment is average in English and mathematics although pupils do better in mathematics. Regular lessons on problem solving and well-targeted extra support have improved pupils' ability to successfully use their number skills. Attainment in English is rising because the school recognises what needs to improve. Well-structured writing sessions fire pupils' imaginations, leading to plots and stories that they are keen to write about. As a result, there are some good examples of exciting, imaginative writing but, sometimes, pupils do not have long enough to complete their work or enough chance to write in a similar fashion in other subjects. A good start has been made in raising the profile of reading. Recent refurbishment of the library, a reading club and reading areas in classrooms are designed to nurture a

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passion for books but it is too early to see the effect of this on pupils' attainment.

Teaching is good. Staff have high expectations of behaviour and what pupils should achieve. Their enthusiasm makes lessons interesting and fun. Pupils are fully involved and often work together to solve real-life problems or talk about their ideas. Tasks are well matched to ability because teachers plan work based upon previous learning. When they mark pupils' work, they give good guidance on how to improve. Generally, lessons are well paced but, on occasion, there is not enough time at the end for pupils to think about their learning and how well they have done.

The headteacher's dedicated leadership has established successfully a committed and competent staff who put the needs of pupils first. Together they create a calm, secure and colourful environment based upon common aims. All work on new ideas and are highly supportive of each other. Leaders at all levels have well-developed roles in monitoring the quality of teaching and learning. Because of this, they evaluate the work of the school rigorously, recognising what works and what to improve, promoting effective self-evaluation and leading to well-defined plans for future development. Good systems monitor pupils' progress and highlight any underachievement. In the light of current initiatives to raise attainment and the good improvements made since the last inspection, the school is in a good position to continue to improve.

What does the school need to do to improve further?

- Raise attainment, especially in English, by:
 - allowing pupils sufficient time to complete their work and use their skills, especially writing, in other subjects
 - building upon the good start made to further develop pupils' reading skills and their love of books
 - ensuring sufficient time at the end of lessons for pupils to reflect on their own learning.
- Strengthen leadership and management by:
 - helping all parents and carers to understand the effect poor attendance has upon their children's learning
 - establishing links beyond the immediate locality to strengthen pupils' understanding of belonging to a multicultural society.

Outcomes for individuals and groups of pupils

2

Pupils achieve well. When they start in the Reception classes, children's abilities are well below those expected for their age, especially in reading, writing and number work. They make good progress so that, by the end of Year 6, they acquire skills that prepare them suitably for the next stage of their education. They do well in developing reasoning and thinking skills. For example, in a literacy lesson, Year 6 pupils worked on a story plot involving memories, feelings and thoughts. They set

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about the planning stage with enthusiasm, talking with other each and adults about how the story could develop. They thought carefully about the characters, events and sequencing, leading to well-constructed writing.

Pupils with special educational needs and/or disabilities make good progress in line with their peers. Their individual progress is carefully monitored. These pupils are well supported in class and small groups which allows them to make small steps in their learning and at their own pace. Many develop increased self-esteem and confidence because of the good guidance given to them, with positive effect on attitudes, behaviour and attainment. Those pupils known to be eligible for free school meals and the very few who speak English as an additional language do well because the school tracks their progress and makes good use of additional support to aid their learning.

Pupils of all ages like taking on responsibilities, helping their teachers and friends. They enjoy participating in all aspects of school life and take part in local community events. Older pupils and those on the school council take their jobs very seriously and feel valued. Pupils recognise what constitutes a healthy lifestyle and the take-up of sports activities is good. They feel safe and secure in school, a view supported by parents and carers, and know who to talk to if they have a problem.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
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

How effective is the provision?

Teachers question well to ensure pupils' understanding and to extend their thinking.

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

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They make good use of resources, including technology, and are skilled at linking learning to real-life situations. During the inspection, Year 5 pupils were set the challenge of finding the cheapest holiday. In this well-resourced lesson they used pages from travel brochures to find for themselves the best deal on offer. They worked together well, carefully analysing the information they had available. In a Year 3 literacy lesson, pupils were given set criteria to design an advertising poster to entice people to buy. Both these lessons led pupils to use their skills for a real purpose so they clearly saw the point of their learning. Teaching assistants play a valuable role in working with individuals and groups and support learning well. They help pupils to understand the task and to approach their work with confidence.

The curriculum provides exciting and imaginative opportunities for learning and makes a strong contribution to pupils' personal development and well-being. A newly-established thematic approach links subjects together well and gives pupils the chance to offer their views on what they would like to learn. This leads to stimulating and meaningful lessons. A range of popular clubs, some organised in partnerships with outside providers, enhance provision and add to pupils' enjoyment, as do music tuition, swimming, trips and participation in performances.

The school has good links with external agencies to meet individual needs, especially for those who find learning difficult. Induction and transition arrangements for pupils starting and leaving the school are good. Clear systems promote good behaviour and are effective because they are understood by pupils and consistently applied by staff.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account:	
The use of assessment to support learning	2
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 headteacher is central to the school's strong caring ethos, valuing pupils and staff alike. She recognises individual qualities and helps staff to develop their expertise which is freely shared. Staff are secure in their roles of responsibility because they are well supported in their professional development. The effectiveness of the governing body is good and they carry out all their statutory responsibilities. Governors know the school well and have a clear understanding of the challenges it faces. They are highly supportive of staff and evaluate the work of the school through frequent visits and the monitoring of outcomes. Engagement with parents and carers is good. They feel well informed on their children's progress because there are regular opportunities to meet teachers and various ways to get involved in children's learning, including workshops, curriculum information sheets and family

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sessions. The school promotes equality of opportunity effectively. Gaps in performance of different groups of pupils are identified and addressed. For example, the current drive is to improve reading across the school and help less-able pupils to do better in mathematics. Systems and procedures ensure that the safeguarding and welfare of pupils are in line with government requirements. The school promotes community cohesion satisfactorily. The school community is highly cohesive and there are well-established local links. Plans to further those beyond the immediate locality are evolving well but are in the early stages.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
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	2
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	2

Early Years Foundation Stage

Children get off to a good start in the Reception classes. Although, by the time they are five, some do not reach the expected levels for their age, they make good progress in their reading, writing, number work and personal development. This is because good teaching builds children's early skills through a range of stimulating tasks. The well-organised, colourful class and outdoor areas offer exciting activities which encourage independence and imagination. These areas are used well to develop early literacy and numeracy skills. For example, during the inspection children were learning mathematical vocabulary. Some painted giraffes, ordering them according to height, whilst others worked with their teacher to identify height vocabulary in a story. Because there is a good balance between adult-led tasks and those children choose for themselves, confidence grows as children decide what they will do. Staff monitor children's responses very well and use this information to build up a picture of overall progress. Adults work well together. There is a common sense of purpose with thorough regard for children's welfare and safety. Those in charge are committed to ensuring children make good progress. They maintain a clear focus on areas for development and establish good links with pre-school settings and

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parents and carers, offering them a variety of ways to be involved in their children's learning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

All who returned questionnaires agree the school keeps children safe and informs them about their children's progress. A very small number do not feel that the school meets children's particular needs. Discussion with staff and pupils shows that the school has good systems for recognising and supporting individual needs. A few of those who returned questionnaires do not feel the school deals effectively with unacceptable behaviour. Observations of lessons and playtimes and discussion with pupils show the school has well-established and successful strategies for dealing with unacceptable behaviour which are understood by pupils.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Glascote Heath 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 49 completed questionnaires by the end of the on-site inspection. In total, there are 224 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	33	67	12	24	1	2	1	2
The school keeps my child safe	31	63	18	37	0	0	0	0
The school informs me about my child's progress	23	47	26	53	0	0	0	0
My child is making enough progress at this school	28	57	18	37	3	6	0	0
The teaching is good at this school	29	59	18	37	2	4	0	0
The school helps me to support my child's learning	30	61	18	37	1	2	0	0
The school helps my child to have a healthy lifestyle	24	49	24	49	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)	24	49	20	41	1	2	1	2
The school meets my child's particular needs	26	53	17	35	3	6	1	2
The school deals effectively with unacceptable behaviour	16	33	26	53	3	6	2	4
The school takes account of my suggestions and concerns	23	47	23	47	3	6	0	0
The school is led and managed effectively	25	51	22	45	2	4	0	0
Overall, I am happy with my child's experience at this school	28	57	17	35	1	2	1	2

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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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"> ■ 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.



5 December 2011

Dear Pupils

Inspection of Glascote Heath Primary School, Tamworth B77 2EA

Thank you for the very warm welcome you gave us when we visited your school recently. We were impressed by your eagerness to show us your work and the pride you take in it. We enjoyed listening to your views about the school and seeing you at work in lessons.

You attend a good school which takes good care of you and helps you to be proud of your achievements. You do well in English and mathematics so that, by the time you leave, you reach levels expected for your age. You do better in mathematics because your teachers give you problem-solving work which helps you to use your skills. You are improving in writing because you have good chances to use your imagination and develop interesting stories. The school is keen for you to do better in reading and has lots of new ideas to help you.

To improve the school and help you to do even better we have asked your headteacher and her staff to:

- give you enough time to finish your work and use your skills, especially writing, in other subjects
- build upon new ideas to help you do better in reading
- make sure you have enough chance at the end of lessons to think about your learning
- help all of your parents and carers to understand how poor attendance affects your learning
- create further links to develop your understanding of belonging to a multicultural society.

All of you can help the school to achieve these things by always trying your best and coming to school as often as you can.

Yours sincerely

Vivienne McTiffen
Lead inspector

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