

Gladstone Primary School

Inspection report

Unique Reference Number	110757
Local Authority	Peterborough
Inspection number	378159
Inspection dates	24–25 November 2011
Reporting inspector	Joy Considine

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	441
Appropriate authority	The governing body
Chair	Philippa Cherry
Headteacher	Christine Parker
Date of previous school inspection	19 March 2009
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Age group	4–11
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Introduction

This inspection was carried out by four additional inspectors. They observed 19 lessons taught by 12 teachers and they held meetings with senior leaders, members of the governing body, groups of pupils, parents and carers as well as with officers from the local authority. They observed the school's work, and looked at school development plans, pupils' assessment and tracking information, pupils' work and other documentation relating to the inspection, including safeguarding. Additionally they analysed questionnaires received from 271 parents and carers, as well as those from staff and pupils.

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

- What are pupils' current rates of progress in English and mathematics throughout the school?
- What contributions do the quality of teaching and the curriculum make to the outcomes for pupils?
- How are school leaders raising attainment and accelerating progress for pupils?
- How good are pupils' personal outcomes?
- How effective is provision in the Early Years Foundation Stage?

Information about the school

The school is much larger than the average-sized primary school and it serves pupils from the local community. Most pupils are of Pakistani heritage, although recently a number of pupils from Eastern Europe have been admitted to the school. The proportion of pupils who speak English as an additional language is much higher than usual. The proportion of pupils who are known to be eligible for free school meals is lower than usual. The proportion of pupils who have special educational needs and/or disabilities is above that usually seen in primary schools. There is provision for children in the Early Years Foundation Stage in the Reception classes. The school has gained the bronze award for Eco Schools.

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?

4

The school's capacity for sustained improvement

3

Main findings

In accordance with Section 13(3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to pupils' progress and attainment in English and mathematics.

Although the school provides good quality care and support for pupils, their attainment in English and mathematics is significantly below average and has been for a number of years. This is because the targets set for pupils are not ambitious enough and so they make only satisfactory progress. Senior leaders have worked hard to address a legacy of underachievement and this has resulted in some success, with a higher proportion of pupils now making expected progress in English and mathematics. However, this recent improvement is not yet secure or sufficiently rapid. Provision in the Early Years Foundation Stage has improved and children are now making satisfactory progress although their levels of attainment are below that expected for their age.

The quality of teaching varies and is satisfactory. In the better lessons teachers make effective use of assessment information to plan lessons that meet the learning needs of most pupils. However, in other lessons, teachers do not always take into account pupils' different learning needs and this slows the progress that pupils are able to make. Although the curriculum meets all statutory requirements, learning in some subjects is not planned for sequentially and so pupils are not able to consolidate and build on previous learning.

Pupils' personal development is satisfactory. They enjoy school and this reflected in their attendance which has improved and is now satisfactory. One parent or carer wrote, 'Our daughter enjoys school so much that she even stays behind on Tuesdays for after-school clubs.' Pupils feel safe in school because they know that adults care for them. They behave well and they show respect and consideration towards each other. Pupils are provided with a variety of experiences to enable them to develop workplace skills such as teamwork and enterprise but, because their overall attainment is low, they are not prepared adequately for their future.

The quality of care, support and guidance for pupils is good. The school provides a welcoming environment and many aspects of safeguarding are good. There is good

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provision to ensure that all pupils are safe in school and their welfare is given high priority by all staff. Pupils and their families are known well and school leaders can point to some good examples of where they have helped pupils to overcome barriers to their learning.

School leaders and members of the governing body are ambitious and keen to seek improvements. They have responded positively to support provided by advisers from the local authority and are well placed to build on this support. The quality of teaching is regularly monitored and this has led to some improvements, although school leaders are aware that more needs to be done to secure better progress. Senior leaders have a broadly accurate view of the school's strengths and weaknesses and have appropriate plans in place to improve provision. There have been some improvements since the previous inspection, demonstrating that the school has satisfactory capacity to improve further.

What does the school need to do to improve further?

- In order to accelerate pupils' progress and raise their attainment to be broadly in line with national averages by January 2014 the school needs to:
 - set more ambitious targets so that pupils make more than satisfactory progress
 - make better use of assessment information to raise teachers' expectations of what pupils should achieve
 - provide more guidance to pupils about what they have done well and what their next steps in learning are, and to give them time to respond to teachers' comments.

- Improve the quality of teaching so that more is consistently good or better by:
 - making sure that lessons build on what pupils already know and can do, so that they develop learning sequentially and progressively
 - increasing the pace and challenge in lessons by developing teachers' questioning skills
 - making sure that learning activities are tailored more accurately to the individual learning needs all of pupils.

- Improve the quality of leadership and management by:
 - increasing the scope of monitoring activities to include a regular review and evaluation of the quality of learning seen in pupils' books
 - establishing more effective arrangements for monitoring, reviewing and evaluating policies to ensure they are fully up-to-date and comply with current regulations.

Outcomes for individuals and groups of pupils**4**

Pupils' attainment on entry to school is below average and particularly so in English. The majority of pupils make satisfactory progress, although their attainment in

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English and mathematics remains significantly below average by the end of Year 6. Pupils who have special educational needs and/or disabilities make satisfactory progress. They are supported with planned programmes of interventions that are often led by skilled teaching assistants. Scrutiny of pupils’ work shows that in some classes the level of work they are expected to do is lower than would normally be expected, particularly in mathematics. In lessons where pupils are challenged, they work hard, remain on task and enjoy learning. This was seen in one lesson where the teacher used good questioning skills to inspire pupils to identify powerful adjectives and adverbs that added interest to their writing. In most lessons pupils behave well, even in those lessons where activities are less inspiring.

Pupils make a satisfactory contribution to the school and the local community. They enjoy the opportunities they have to take on roles and responsibilities in school, although these could be further developed. The school council is regularly consulted regarding school improvements and pupils have worked together to develop the school gardens. They have received the bronze Eco Award in recognition of their work to make the school more environmentally friendly. A few older pupils visit and help elderly people in the community. However, there are not enough opportunities for pupils to play a wider role within their community and they have little awareness of other parts of the United Kingdom. Pupils have a good sense of right and wrong and are developing their spiritual awareness but provision to support their cultural development is more limited.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	4
Taking into account:	
Pupils’ attainment ¹	4
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	3
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	4
Taking into account:	
Pupils’ attendance ¹	3
The extent of pupils’ spiritual, moral, social and cultural development	3

How effective is the provision?

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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The quality of teaching varies between classes and year groups, and this leads to the overall judgement that pupils’ progress is satisfactory. In some lessons, the pace is brisk and challenging and inspires pupils to work hard. In a few lessons, teachers are skilled at providing learning activities that meet the needs of different groups of pupils, but this good practice is not seen consistently in all lessons. Although some teachers develop pupils’ learning and understanding by asking focused questions, other teachers spend too long talking and do not give enough time for pupils to work at length on their tasks. Most teachers set clear learning intentions so that pupils know what they are expected to learn, but in a few lessons there are too many success criteria and so the purpose of the lesson lacks sharpness. Teachers mark pupils’ work regularly but they do not all provide pupils with clear guidance about what they have done well and what their next steps in learning are.

The curriculum has been appropriately adapted to meet the needs of those pupils who have special educational needs and/or disabilities. There is a broad range of intervention strategies in place for both literacy and numeracy and this is enabling them to make similar progress to their classmates. School leaders are developing curriculum plans which show systematic progression of skills, but these are not yet in place for all subjects. There are increasing opportunities for pupils to use their basic skills when learning about other subjects. Links with local schools enables the school to provide additional activities such as modern foreign languages, sports events and musical events. There is an adequate range of activities for pupils to participate in after school, although some say they would like more sporting activities. The curriculum is enriched by visits to local places of interest such as Burghley House and this adds to pupils’ interest and enjoyment.

One parent or carer wrote, ‘I feel that the school provides my child with a safe and positive environment.’ The school works in close partnership with outside agencies to support those pupils whose circumstances may make them vulnerable. High priority is given to keeping pupils safe, although there are some minor weaknesses in the administrative procedures. Owing to the headteacher’s relentless efforts working with the local community, the number of holidays taken during term time has reduced and pupils’ attendance has risen sharply. Good support is given to pupils and their families on joining the school and also as pupils move to the next stage of their education

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	3
The effectiveness of care, guidance and support	2

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How effective are leadership and management?

The headteacher is ambitious and determined to improve the quality of teaching to raise standards. She has strengthened the school’s leadership by allocating responsibility and accountability for each key stage to the assistant headteachers. Recent initiatives to strengthen the quality of teaching are beginning to bring about improvements to pupils’ learning but expectations of what pupils should achieve are still sometimes too low. School leaders monitor lessons but they do not always evaluate the quality of work seen in pupils’ books. Members of the governing body are knowledgeable and they have an accurate understanding of the school’s strengths and weaknesses. They have attended recent training provided by the local authority and are well placed to challenge the work of the school. Systems are in place to review and monitor policies.

School leaders, particularly the headteacher and members of the governing body have been especially successful in developing good partnerships with parents and carers. This has resulted in improved attendance at school events as well as at parent and carer consultation evenings. During the inspection a number of parents and carers joined their children in one class to make models related to the class topic. All pupils are treated equally and discrimination is not tolerated. Although equality of opportunity underpins the school’s values and ethos, too many pupils make insufficient progress and as such this is inadequate. Arrangements for safeguarding are satisfactory. All adults visiting school are carefully checked and the school site is safe. The school is a focal part of the local community and links with local organisations and mosques are good. However, pupils do not have enough awareness of the lives and backgrounds of those from other parts of the United Kingdom and the world beyond, making community cohesion satisfactory.

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	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	4
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	4

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Early Years Foundation Stage

Children are warmly welcomed in to the Reception classes and they make satisfactory and occasionally good progress in all areas of their learning. Staff have developed good links with local pre-schools and this has led to an improvement in children’s skills when they enter school. Despite this, their skills on entry to school are below those expected for their age, particularly in writing. The environment is bright and attractive with a good range of equipment and resources both inside and outdoors. There is an appropriate balance between activities that are led by adults and those that children can select for themselves. Where teaching is directed specifically at groups of children, they make good progress but there are too many occasions when adults do not intervene rapidly enough in the activities that children select and this slows their progress.

Children are friendly and they get on well together. Most are able to persevere and to remain engrossed on tasks, showing concentration and independence. During the inspection one group were fascinated by the story about a bear hunt and listened with concentration. Additional adults provide appropriate support and challenge for pupils. They play a part in observing children and recording their achievements but these do not always directly feed into subsequent planning. Welfare arrangements are good. All adults care very much for children and they ensure that children are safe. The leader has carried out an analysis of provision and has plans in place to develop this further.

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

The number of parents and carers who responded to the survey was above average. Of those, most were happy with their children’s overall experience at the school. They felt that their child was safe and happy and that the school helps their children to have a healthy lifestyle. Most parents and carers believe that teaching is good and that they are well informed about their children’s progress. A few parents and carers do not believe that their children are making enough progress and a small minority felt that the school did not take into account their concerns or suggestions. Inspection evidence indicates that some pupils could make more progress, although the evidence indicates that school leaders have gone to extensive lengths to include more parents and carers into the life of the school.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Gladstone 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 271 completed questionnaires by the end of the on-site inspection. In total, there are 441 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	154	57	112	41	2	1	0	0
The school keeps my child safe	160	59	108	40	2	1	0	0
The school informs me about my child’s progress	140	52	122	45	6	2	2	1
My child is making enough progress at this school	104	38	146	54	17	6	0	0
The teaching is good at this school	134	49	129	48	5	2	0	0
The school helps me to support my child’s learning	120	44	140	52	7	3	0	0
The school helps my child to have a healthy lifestyle	112	41	144	53	9	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)	104	38	146	54	9	3	1	0
The school meets my child’s particular needs	103	38	157	58	6	2	0	0
The school deals effectively with unacceptable behaviour	104	38	150	55	10	4	1	0
The school takes account of my suggestions and concerns	85	31	159	59	17	6	0	0
The school is led and managed effectively	116	43	145	57	1	0	0	0
Overall, I am happy with my child’s experience at this school	138	53	127	47	3	1	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	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.



28 November 2011

Dear Pupils

Inspection of Gladstone Primary School, Peterborough, PE1 2BZ

Thank you for making us so welcome when we visited your school. We enjoyed meeting you all and listening to what you had to say about your school. You told us that you feel safe in school and that adults care for you. Some of you told us that your work is easy and that you could be doing better. You said that you enjoy the visits you make and that there is a good range of activities that you can do after school.

We have given your school a notice to improve. This is because too many of you are not making fast enough progress in English and mathematics and so you do not reach high enough standards in those subjects by the time you leave school. Another inspector will visit your school in a few months time to check the progress you are making. We found that you behave well and that you get on well together. Your teachers care very much for you and they make sure you are safe in school. In some lessons your teachers expect you to work hard but in too many lessons, the work they give you to do is too easy. This is what we have asked your school leaders to do:

- Make sure that the teachers plan lessons that are well matched to your learning needs so that you make better progress in English and mathematics.
- Make sure that when teachers mark your work, they tell you what you need to learn next, and how you can further improve your work.
- Regularly check your work in your books to make sure you are all doing as well as you can.

I am sure that you will all work hard to help your school leaders and teachers to make the school even better.

Yours sincerely

Joy Considine
Lead Inspector

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