

Glebeland Community Primary School

Inspection report

Unique Reference Number	121014
Local Authority	Norfolk
Inspection number	380148
Inspection dates	8–9 December 2011
Reporting inspector	Calvin Pike

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	71
Appropriate authority	The governing body
Chair	Lynsey Holzer
Headteacher	Alan Williams
Date of previous school inspection	12 November 2008
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Age group	4–11
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Introduction

This inspection was carried out by two additional inspectors. The inspectors observed nine lessons taught by five teachers. Two observations were carried out jointly with senior members of staff. Inspectors had meetings with staff, groups of pupils and a member of the governing body. They observed the school's work and looked at self-evaluation documentation; monitoring and assessment information; lesson plans; and school policies. They analysed the questionnaires from 43 parents and carers, 45 pupils and 10 members of staff. The school's safeguarding procedures were also evaluated.

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

- Inspectors considered the dip in achievement over recent years.
- Inspectors explored the variation in the achievement and attainment of boys and girls, especially in mathematics.
- Inspectors evaluated the impact of initiatives introduced by the leaders and managers in the school over the last year.

Information about the school

Glebeland Community is a much smaller than average primary school. The vast majority of pupils come from White British backgrounds and a small proportion of pupils have other White and White and Asian heritages. There are no pupils at the early stages of learning to speak English. The proportion of pupils known to be eligible for free school meals is low. The proportion with special educational needs and/or disabilities is below average. The intake includes a slightly higher proportion of girls than boys than is the average in most years. Children in the Early Years Foundation Stage enter the mixed-aged Reception, Year 1 and 2 class at the beginning of the year they are five. The school has the Artsmark and International Schools awards and National Healthy Schools status.

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

Glebeland Community school provides a satisfactory quality of education and is showing early clear signs of improvement. Its committed leadership team and strongly active governing body have become more focused over the last year. Together they are taking more decisive action to address the school's downward performance in recent years. In 2011, attainment was just in line with the average but pupils' achievement levels were below expectations. Strategies to reverse this negative trend and accelerate pupils' progress are having a positive effect. Recent assessments show the achievements of Year 6 pupils are satisfactory as pupils are making steady progress. Most pupils do better in English than mathematics. This is because work is not always planned carefully enough in mathematics to build on previous learning, especially for higher-ability pupils.

The school has a number of key strengths. Children make good progress in the Early Years Foundation Stage because provision focuses carefully on developing their basic skills. Pupils' good spiritual, moral, social and cultural development helps them gain a clear sense of right and wrong, behave well and respond sensitively to each other. Strong partnerships with parents, carers and a range of agencies underpin the effective care, guidance and support provided by the school. Through a wide range of contributions to school and the local community, pupils develop confidence and an understanding of the needs of others. The school's good safeguarding procedures help pupils feel very safe. Elements of the satisfactory curriculum which pay close attention to pupils' personal, social and health education and pupils' participation in extra-curricular clubs encourage them to adopt healthy lifestyles.

Almost all the responses and written comments of parents and carers reflect the findings of the inspection except that the quality of teaching, leadership and management were evaluated as satisfactory overall. In the last year, the school's senior leaders, actively supported by the governing body, have introduced more-robust systems for monitoring pupils' progress and helping teachers to improve their practice. Although middle leaders are involved in supporting staff development, their roles in monitoring the quality of teaching and the achievement of different groups of pupils is not sufficiently well developed. Leaders and members of the governing body are aware that the good teaching seen is not consistent across the school with the result that the needs of all pupils, especially those of higher ability, are not fully met. Nonetheless, they have together identified where improvements are needed and introduced stronger systems to monitor and accelerate progress, particularly to provide the challenge needed for higher-ability pupils. This, with monitoring

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information that points to improving achievement levels overall, shows that the school's capacity to sustain improvement is satisfactory.

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.

What does the school need to do to improve further?

- Raise attainment, particularly in mathematics for higher-ability pupils, by planning tasks for different groups and individual pupils so that they build closely on previously acquired skills, knowledge and understanding.
- Increase the proportion of teaching that is good or better by:
 - ensuring all teachers use assessment information effectively to plan suitably challenging tasks for all groups of pupils
 - more regularly assessing how well pupils are doing within lessons and adjusting the level of challenge so that it better meets the needs of the different ability groups in each mixed-aged class
 - improving the quality of marking so pupils are made more aware of how well they are doing and how to improve their work.
- Strengthen the role of senior and middle leaders in raising attainment by:
 - developing the role of middle leaders in demonstrating good practice and driving improvements in all subjects
 - focusing more carefully on the quality of learning and achievement of different groups of pupils.

Outcomes for individuals and groups of pupils

3

The starting points of children who enter Reception vary from one year to the next but are mainly in line with expectations for their age. They make good progress before starting Year 1. Variations in progress between Years 1 and 6 result from differences in the quality of teaching. Consequently, pupils' rates of achievement have dipped in recent years. Attainment in 2011 was just in line with averages, but girls outperformed boys in most areas. Action over the last year has halted this trend. Currently, attainment in Year 6 is in line with averages. Although changes are not sufficiently well established to have an impact on standards or achievement over an extended period, progress in lessons is satisfactory and sometimes good.

Pupils enjoy school and are eager to learn. They work hard and try to do their best even when there are some shortcomings in teaching. In lessons observed, pupils made good progress when they were actively involved in their learning, such as Year 5 and 6 pupils who worked independently or in groups at different tasks to support their different levels of understanding of fractions. Where teaching was less effective,

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pupils spent a relatively long time listening to the teacher or were engaged in tasks that were insufficiently demanding. The gap in achievement between boys and girls in mathematics has reduced over the last year, although higher-ability pupils are not always challenged enough. Pupils with special educational needs and/or disability, including pupils with statements of special needs, make good progress because additional support for them in lessons or smaller groups is well targeted.

Pupils’ good behaviour in classes, at playtimes and around the school results from the excellent relationships between pupils and teachers. They engage actively and reflect readily in arts activities. Through links with outside schools and visitors, pupils develop sensitivity to others’ views and cultures. They have a good understanding of how to keep safe and stay healthy. This is because they have good opportunities to explore these issues through personal, social and health education aspects of the curriculum and a high proportion of pupils participate in sporting activities. They enjoy taking a range of responsibilities in school and contribute widely to the local community. For example, as members of the school’s Pupil Discussion Panel or in communicating with local councillors and a Member of Parliament, they are proactive in promoting the school’s ethos, parish events and environmental issues. Pupils benefit from contributing to charities locally and further afield as well as from making spending decisions to improve the school’s resources.

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	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?

Pupils are confident and enjoy a positive ethos for learning because there is high

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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quality care for their safety, health and well-being. Other aspects of provision are not as consistently strong. Although there has been a focus on improving the quality of information about pupils’ achievements over the last year, this is not used consistently by all teachers to ensure that activities build fully on previous learning, especially for higher-ability pupils in each of the mixed-aged classes. Where teaching was less effective, teachers did not engage pupils through questioning or separate group activities that met the needs of pupils of all levels of abilities. In the best lessons, pupils learned at a fast pace and work was matched well to their different abilities. Although teaching assistants support pupils with special educational needs and/or disabilities consistently well when pupils are active in their learning, they are less effectively engaged during lesson introductions. Pupils are motivated well by the positive feedback they receive from teachers but this is not consistently effective in showing pupils how to improve their work.

The curriculum is broad and well balanced with a number of strengths, such as in sport and physical education where good partnerships with outside agencies enhance provision. Pupils’ experience is extended through outside visits, such as to the Toy Museum during the inspection, and visitors to school that help pupils understand more of the lives and cultures of others. Nonetheless, the organisation of the curriculum does not always enable pupils of different ages or abilities to achieve well or use and apply their knowledge and skills in a range of real-life situations.

There are good systems to induct children to Reception or who join the school at other points. These enable them to settle well and teachers to know of their prior learning without delay. Links with the secondary school ease pupils’ transition from one year to the next. The introduction of termly assessments and more-regular monitoring of pupils’ progress over the last year has enabled senior staff and the governing body to identify pupils who are underachieving and organise additional support to accelerate learning where appropriate.

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

How effective are leadership and management?

Senior leaders are committed to the school and eager to secure its improvement. In the last year they have identified more clearly the reasons for dips in performance and introduced stronger systems to track pupils’ progress and set challenging targets. For example, initiatives to raise literacy levels have had a positive impact in engaging pupils more fully and raising standards in reading and writing. Better

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informed monitoring of teaching and learning is helping to improve individual teacher’s performance targets. However, it is not always rigorous enough to ensure all teachers use the improved assessment information to challenge all pupils consistently well. This is because a number of initiatives are at an early stage of development. Their impact is not evident in national assessment outcomes. The governing body fulfils its statutory duties well, is supportive and provides strong challenge to senior leaders. It is very well informed through clear systems of reporting in recent years and has been proactive in establishing a new committee for school improvement and performance within the past twelve months.

The school engages well with parents and carers and takes account of their views expressed informally and in regular surveys when making decisions. Through newsletters and the school’s new website, parents and carers are kept well informed. Parents and carers are very supportive of the school and attend assemblies, information evenings and workshops or volunteer to help in school or at events. For example, the Parent Friends Association put on a film for pupils after school during the inspection. The school has good safeguarding procedures which are monitored closely and promotes community cohesion well. Pupils’ awareness of different cultures is supported though established links with a school in the Congo and others in Germany and France. The school promotes equality of opportunity and tackles discrimination satisfactorily. Although the school is good at encouraging pupils to be sensitive and tolerant to each other and the curriculum is accessible to all pupils, there remain some inconsistencies in teaching.

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	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	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 progress well in the mixed-aged class of Reception and Year 1 and 2 pupils

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because effective induction arrangements help them to settle well and these skills are given high priority. By the end of Reception attainment is average. Children in Reception were observed enjoying learning and gaining from a good balance of adult-directed and child-initiated activities. For example, they were excited by the guessing game that encouraged them to identify three-dimensional shapes from the teacher’s descriptions. In a different session, they developed skills in reading simple books with confidence and blending sounds to work out unknown words.

The quality of teaching is good as plans include a range of activities that engage children very well. For example, the teacher and teaching assistants worked well together to help children use a wide range of resources that stimulated imaginative, physical and social play in exploring the outside area and in role playing with a Christmas theme inside the classroom. Reception children learned to interact well with older pupils and share in learning cooperatively.

Well-informed and confident leadership and strong team work have maintained the good provision and outcomes seen in the last inspection. Staff share expertise and support each other well. Parents and carers are welcomed in Reception and have direct contact with teachers and teaching assistants daily. Very good attention is given to children’s safety and well-being. This contributes strongly to children’s sense of security and supports their confidence in learning in Reception.

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

The response rate to the questionnaire was above average. Almost all parents and carers were positive about all the statements, especially that their child makes enough progress, that the school meets their child’s particular needs and helps parents and carers support their children’s learning. Additional comments made by parents and carers were overwhelmingly positive. Inspection findings mirrored these positive responses, but inspectors also found that some pupils do not make sufficient progress as their needs are not met fully. Evidence indicated that the school has clear procedures for receiving and responding to the suggestions or concerns of parents and carers.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Glebeland Community 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 43 completed questionnaires by the end of the on-site inspection. In total, there are 71 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	34	79	8	19	0	0	0	0
The school keeps my child safe	32	74	9	21	0	0	0	0
The school informs me about my child’s progress	33	77	10	23	0	0	0	0
My child is making enough progress at this school	28	65	14	33	0	0	1	2
The teaching is good at this school	33	77	10	23	0	0	0	0
The school helps me to support my child’s learning	33	77	9	21	1	2	0	0
The school helps my child to have a healthy lifestyle	28	65	15	35	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)	33	77	10	23	0	0	0	0
The school meets my child’s particular needs	32	74	10	23	1	2	0	0
The school deals effectively with unacceptable behaviour	28	65	15	35	0	0	0	0
The school takes account of my suggestions and concerns	29	67	13	30	0	0	0	0
The school is led and managed effectively	33	77	10	23	0	0	0	0
Overall, I am happy with my child’s experience at this school	33	77	10	23	0	0	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.



12 December 2011

Dear Pupils

Inspection of Glebeland Community Primary School, Beccles, NR34 0EW

Thank you very much for your welcome to us when we visited your school recently. We could see that you get on very well together and enjoy school. At present, the school is satisfactory, but is improving because the school leaders and governors are working to help you learn better. These are some of the good things we found.

- You behave well in lessons and around school and enjoy taking responsibility and helping others.
- You have a good understanding of how to keep healthy. You told us how you enjoy fruit every day at school and take part in the sports activities provided by the school.
- You feel safe because the staff take good care of you and you told us that there is always someone there to help you if you are worried.
- The school works well with your parents and carers to help improve standards.
- The governing body is good at supporting the school and asking important questions to help improve all aspects of the school.

To help the school get better we have asked the school's leaders and the governing body to:

- help you achieve higher standards, particularly in mathematics for those of you who are capable of achieving Level 5
- ensure that you are taught well in most of your lessons so that you all make equally good progress
- focus more closely on sharing the good teaching and on checking the quality of learning and achievement of you all in order to raise standards.

You can help by continuing to work hard and suggest ideas to improve the school.

Yours sincerely

Calvin Pike
Lead inspector

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