

# Glenfall Community Primary School

## Inspection report

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<b>Unique reference number</b>	115577
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	379103
<b>Inspection dates</b>	25–26 April 2012
<b>Lead inspector</b>	Angela Kirk

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>	198
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Clive Hodges
<b>Headteacher</b>	Anthony Mitchell
<b>Date of previous school inspection</b>	13 November 2007
<b>School address</b>	Glenfall Way Charlton Kings Cheltenham GL52 6XZ
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## Introduction

Inspection team

Angela Kirk

Additional inspector

Mark Anderson

Additional inspector

This inspection was carried out with two days' notice. The inspectors visited 16 lessons taught by 10 teachers, together with a number of shorter observations. They also listened to pupils read and had meetings with groups of pupils and staff, and representatives of the governing body. Inspectors took account of the responses to the online questionnaire (Parent View) in planning the inspection. The school's work was observed and a range of documentation, including pupils' books, monitoring and assessment information and teachers' planning, was scrutinised. Inspectors also analysed questionnaires from staff and pupils, as well as 66 received from parents and carers.

## Information about the school

Glenfall is smaller than the average primary school. The proportion of disabled pupils and those with special educational needs supported by school action plus or with a statement is average. The proportion of pupils known to be eligible for free school meals is higher than average. Most pupils come from White British backgrounds with a few from a number of different minority ethnic backgrounds. The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress. A pre-school, a breakfast and an after-school club share the school's site, but they are not managed by the governing body and are subject to separate inspections. The current headteacher took up his position in September 2010.

**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

<b>Overall effectiveness</b>	<b>3</b>
<b>Achievement of pupils</b>	<b>3</b>
<b>Quality of teaching</b>	<b>3</b>
<b>Behaviour and safety of pupils</b>	<b>3</b>
<b>Leadership and management</b>	<b>3</b>

## Key findings

- This is a satisfactory school. Achievement for all groups of pupils is satisfactory and improving throughout the school. The school is not yet good because achievement in mathematics is not as good as in English and there is not enough good or better teaching to ensure that progress overall is good. Middle leaders are not fully effective in supporting development. Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- The progress of pupils is satisfactory with some pupils still catching up from previous underachievement. Although progress in English and mathematics is now accelerating, it is better in English than in mathematics because while many strategies for improvement in English are embedded, those to improve mathematics have only just begun to take effect.
- Teaching is satisfactory and improving. In the best lessons teachers now successfully engage pupils in learning. However, teachers do not always have high enough expectations of what pupils, especially the more able, can achieve. Lesson planning is not consistently good across the school and at times teachers do not always model new concepts clearly for pupils to support their understanding.
- Pupils feel safe in school and behaviour is satisfactory. In lessons pupils respond promptly to teachers' direction and those identified as having behavioural difficulties are improving as a result of targeted intervention. Some inappropriate behaviour occurs out of class but this is addressed well by staff.
- Leaders and managers have made good improvements to move the school forward. Leadership is becoming more distributed across a wider range of senior and middle leaders, who like the headteacher and the governing body, are fully committed to raising achievement and improving teaching, behaviour and safety. Senior leaders are starting to manage performance well but middle

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leaders are not sufficiently well trained to ensure the rapid and successful implementation of strategies designed to raise achievement across the school.

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

- By the summer of 2013, ensure pupils make at least good progress and increase the proportion of pupils who attain above nationally expected levels at the end of Key Stage 2, especially in mathematics by:
  - ensuring that teachers model new concepts clearly for pupils, to support their understanding
  - increasing what teachers expect from pupils' achievements in lessons, especially the more able
  - improving the consistency of lesson planning.
- Increase the effectiveness of middle leaders by:
  - ensuring that they are fully involved in the rapid and successful implementation of strategies designed to raise achievement
  - providing training to enable them to more effectively monitor and evaluate their areas of responsibility.

## Main report

### Achievement of pupils

From starting points which are close to age-related expectations, pupils' attainment is above average in English and average in mathematics by the end of Key Stage 2. Pupils make satisfactory progress overall, with progress being good in English but satisfactory in mathematics. Historically pupils made less progress in writing. As a result of initiatives to improve writing, including good opportunities to write for longer periods and for a range of purposes across the curriculum, together with better focused feedback given to pupils, this has improved. Too few pupils achieve the higher levels in mathematics across the school. It was evident during the inspection that teachers in a number of mathematics lessons did not have high enough expectations of what these pupils can achieve because teachers missed opportunities for the more able to undertake harder work and at a faster pace. Pupils enjoy school, especially the enrichment opportunities such as visits, music tuition, clubs and practical activities throughout the curriculum. For example, Year 4 pupils enjoyed an English lesson, where they acted out their ideas for the climax to a story, to find and defeat a mythical creature. The lesson built effectively on previous learning and the teacher had high expectations of what pupils could achieve, which she made explicit.

The school is now tracking the achievement of all groups of pupils very effectively and has interventions in place for pupils who require additional support, including disabled pupils and those with special educational needs. Support in class is effective

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because activities are well suited to their needs and careful account is taken of what they already know. Consequently, from their starting points they make at least satisfactory and sometimes better progress. In the inspection survey, most parents and carers said that their child was making good progress. Inspectors' findings show that progress has accelerated recently, but over time it is still satisfactory and historically there has been some inadequate progress, especially in mathematics.

Although there is some variation from year to year, by the end of Year 1, pupils' reading skills are usually above average because of the good teaching of linking sounds and letters (phonics). Reading standards by the time pupils leave the school are also usually above average partly due to the carefully targeted use of interventions. Reading, writing, mathematical and information and communication technology skills are satisfactorily developed across the curriculum.

From levels of knowledge and skills on entry typical for their age, all groups of pupils in the Early Years Foundation Stage make rapid progress in personal and social development and in communication for language and literacy and adequate progress in problem solving, number and reasoning.

### **Quality of teaching**

Teaching over time is satisfactory. Teachers have worked successfully to improve the quality of their teaching and to embed new initiatives. As a result teaching has a number of strengths. For example, pupils are actively involved in their learning from the start of the lesson through the use of 'talk partners' and individual whiteboards. Inadequate teaching has now been eradicated because senior and middle leaders have organised useful training for new initiatives and senior leaders, supported by the local authority, have given effective feedback following lesson observations to help teachers to improve. However, most teaching is still satisfactory rather than good because although there are good examples of teachers' planning across the school, some lesson plans lack the detail required to ensure that teachers focus on all aspects of effective teaching. Teachers do not always model specific examples to make new concepts and ideas explicit to pupils, so pupils do not know exactly what they need to do to achieve well and are not reminded of the key criteria for success. Furthermore, although teachers plan to ensure activities start at just the right level for each pupil, they do not have high enough expectations of what pupils can achieve.

In the better lessons, there is high expectation. Learning ladders' are used effectively by teachers during lessons in writing and more recently in mathematics to ensure pupils know the characteristics of good or better achievement. For example, in a literacy lesson in Year 5, pupils were required to write the conclusion to a story with a strong focus on using emotional language and empathy. The 'learning ladder' clearly outlined for pupils not only the style expectations for their writing, but also those for punctuation and grammar. Children in the Early Years Foundation Stage made good progress in understanding the meaning of selected sentences, linked to their phonic lesson, because of the teachers' challenging, but carefully structured

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questions. Disabled pupils and those who have special educational needs now have successful, highly structured intervention programmes timetabled so they do not miss key learning opportunities in class.

As a result of professional development for teachers, assessment is now more accurate and the school moderates its assessments across the school. Marking and feedback are effective, ensuring pupils know where they have achieved well and what they need to do to improve. Most parents and carers think that their children are taught well. Inspectors found that although examples of good teaching were seen during the inspection, teaching is satisfactory overall.

Spiritual, moral, social and cultural education underpins much of the curriculum. For example, pupils in Key Stage 2 took part in an innovative news assembly presented by Year 6 which included video clips and verbal reports. Pupils had the opportunity to learn about a wide range of moral and ethical issues from across the world today particularly relevant to children.

### **Behaviour and safety of pupils**

Typically, behaviour is satisfactory in lessons and around the school. Most pupils are polite and courteous and concentrate in lessons, although the attention of a few wavers when expectations are not high enough. Children in the Early Years Foundation Stage get off to a good start and are encouraged to be independent and take responsibility. For example, two children were observed spontaneously tidying up something that had accidentally spilt onto the floor. Most parents and carers consider behaviour is generally good, but in discussions pupils did raise concerns about the behaviour of a minority. Some inappropriate behaviour does occur outside of lessons, but it is managed adequately by staff. The overwhelming majority of parents and carers were confident that their child was safe in school and pupils told inspectors that they felt safe in school, although some feel a little insecure occasionally as a result of the behaviour of a few in the playground. Inspectors agree that the school keeps pupils safe. Pupils were asked about different types of bullying. They said bullying is infrequent and the school takes active steps to ensure that they have an understanding of how to keep themselves safe. The informative assemblies and the personal and social development curriculum contribute significantly to this.

In recent years, attendance had fallen significantly. However, as a result of a more rigorous attendance policy, the governors and senior staff have reversed this trend. They have successfully reduced the number of holidays taken in term time, the number of pupils who are persistently absent and improved punctuality. As a result attendance is above average again.

### **Leadership and management**

All leaders and managers, including governors, have a shared vision in their commitment to improving achievement, teaching, behaviour and safety. Initiatives to improve writing have been successful and improvements in mathematics, although in

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the initial stages, have begun to accelerate pupils' progress. The new system for tracking and analysing groups of pupils is being used effectively to target groups of pupils as well as individuals for interventions and has enabled the senior management team to have a strategic overview of achievement across the school. The school has used local authority support to help improve the quality of teaching and to hold teachers to account for the performance of the pupils in their class through specific professional development and performance management. As a result, the school has the capacity for sustained improvement.

Senior leaders and the governing body now have an accurate view of the strengths and areas for improvement throughout the school because self-evaluation is accurate. Since the arrival of the current headteacher, plans to improve the areas of weakness have been in place although more time is needed to embed these in order for them to have maximum impact on improving achievement. Middle leaders have played an important role in improving specific areas of weakness within their areas of responsibility, but as yet do not have all the skills needed to take on their full monitoring and evaluation role across the school for their subject or area of responsibility.

The curriculum is broad and well balanced, offering pupils interesting and enjoyable activities. The school's virtual learning environment plays an effective role in teachers' professional development, the organisation of resources and for pupils' learning activities. These are set by their teachers to be undertaken at school and at home. Pupils' spiritual, moral and social development is adequately promoted, with cultural development through opportunities in the arts and music being a particular strength. Over two thirds of pupils from Year 2 onwards take part in additional music opportunities, including instrumental tuition. Recent improvements in the organisation of the monitoring undertaken by the governing body, following training, have started to enable governors to measure the impact of new initiatives and interventions through first-hand observations and discussions. This has put the governing body in a better position to support and challenge the school's leaders. All safeguarding requirements are met. Equality of opportunity is given a high priority and discrimination of any kind is not tolerated. The school prides itself on being a fully inclusive school where every child is welcome.



## 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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



27 April 2012

Dear Pupils

### **Inspection of Glenfall Community Primary School, Cheltenham GL52 6XZ**

Thank you for making us so welcome when we visited your school. Your answers to the questionnaires and the discussions we had with you in lessons and at other times have helped us greatly. You told us that you enjoy school, especially the school visits, clubs and music that the school offers. You also told us that you thought behaviour was usually good, but that it was still not as good as it could be, for example in the playground. During our visit we were impressed with how polite and considerate most of you were to each other and to adults. We were also pleased that your attendance and punctuality have improved.

We have judged that your school is satisfactory. You reach above average levels of attainment in reading and writing and average levels in mathematics. Overall, you make satisfactory progress, although your progress in English is better. Recently, the progress that you have been making has accelerated. To improve your school further, we have asked your teachers to help you make even more progress, especially in mathematics. The focus will be on improving lessons. Your teachers will be planning their lessons very carefully and expecting you to achieve much more in each lesson, by modelling new concepts and ideas and ensuring that you know exactly what you need to do to achieve well. We have asked the school to make sure that the teachers who have important roles, such as those leading literacy and mathematics across the school, have additional training so they can check up on the quality of all the lessons and the work that you do in books, and make sure that all of you are making at least good progress.

You can help too, by trying especially hard in mathematics and by making sure that each one of you behaves really well, especially at break and lunchtimes.

Yours sincerely

Angela Kirk  
Lead inspector

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