

Glen Park Primary School

Glen Road, Plymton, Plymouth, PL7 2DE

Inspection dates 20–21 September 2012

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Nearly all pupils make good progress, many from below expected starting points.
- Standards are broadly average at the end of both key stages.
- Most pupils read and write well.
- Teaching is good and pupils are enthusiastic about learning. Some teaching is outstanding.
- Pupils' behaviour is good and pupils are polite and well mannered.
- Parents, carers and pupils say they feel safe in school and there is no bullying.
- Attendance is above average.
- The headteacher, senior management team and governors provide effective leadership with high expectations for the further improvement of the school.
- The actions taken to improve teaching through robust monitoring and the effective setting of targets for teachers been highly successful.

It is not yet an outstanding school because

- A few pupils with special educational needs in Years 4 and 5 do not make enough progress in reading and writing.
- Occasionally, work is not well matched to what pupils have already learned.
- Some marking does not help pupils know what they need to do to move on to the next level in their work.
- Sometimes, teaching assistants are not deployed effectively to support pupils' learning in lessons.

Information about this inspection

- Inspectors observed fourteen lessons, one of which was a joint observation with the headteacher. In addition, the inspection team made a number of other short visits to lessons.
- Meetings were held with three groups of pupils, the Chair of the Governing Body, one other governor, a representative of the local authority and members of the school management team.
- Inspectors took account of the 23 responses to the online questionnaire (Parent View) in planning the inspection.
- Inspectors observed the school’s work and looked at a number of documents, including the school’s own information on pupils’ current progress, planning and monitoring documents and evidence about behaviour, attendance and safeguarding.

Inspection team

Stephen Dennett, Lead inspector	Additional inspector
Elizabeth Kissane	Additional inspector
Terence Payne	Additional inspector

Full report

Information about this school

- The school is larger than most primary schools.
- There are more boys than girls.
- Nearly all pupils speak English as their first language.
- The proportion of pupils supported by additional funds (the pupil premium) is well below average.
- There are fewer pupils from minority ethnic groups than in most schools of this size.
- The proportion of pupils identified as disabled or with special educational needs is broadly average. The proportion supported on school action is also broadly average.
- The proportion of pupils supported on school action plus or with a statement of special educational needs is below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- There have been a number of staff changes, including the appointment of a new headteacher from September 2012.
- There is privately-run pre-school and out-of-school provision on the school site which did not feature as part of this inspection.

What does the school need to do to improve further?

- Improve the attainment and progress of pupils with special educational needs in Years 4 and 5 by:
 - making use of suitable diagnostic tests to better identify those pupils who are not making sufficient progress in their learning
 - deploying specialist support more effectively to enable pupils to overcome barriers to learning.
- Improve the consistency of teaching and learning by:
 - ensuring that pupils have work to do which is well matched to what they have already learned
 - improving marking so that it is more sharply focused on what pupils need to do to move on to the next level in their learning
 - deploying teaching assistants more effectively so that they are better able to support pupils in lessons.

Inspection judgements

The achievement of pupils is good

- Children enter the school with skills that are generally below those expected for their age. They make good progress in the Early Years Foundation Stage and achieve the standards expected by the time they enter Year 1.
- They make good progress through the school and by the time they leave in Year 6 their attainment in English and mathematics is broadly average.
- Gaps in learning, which were evident in the 2011 national tests and teachers' assessments, have been closed for nearly all groups of pupils. There is no significant difference in the performance of boys and girls.
- Most groups of pupils, including those eligible for the pupil premium, make better progress than that expected nationally. Most disabled pupils and those with special educational needs make good progress, although a few pupils in Years 4 and 5 make slower progress in reading and writing.
- The few pupils who speak English as an additional language make good progress in their acquisition of the language as well as other aspects of their learning.
- Pupils communicate well and speak clearly and with expression when explaining their work in lessons.
- Most pupils read well and widely, so standards of reading are good at both key stages.
- Standards of writing develop well through the school and pupils' handwriting and presentation skills are consistently good in all classes.
- Pupils use a good range of vocabulary, for example, when discussing powerful images of a market. Pupils write for a wide range of purposes and standards of spelling are good.
- Pupils' numeracy skills develop well across the school. Younger pupils have good basic numeracy skills, which they use effectively in a variety of situations to solve problems.
- Older pupils are adept at manipulating numbers and often make rapid progress in lessons. They confidently use a number of different methods to solve division problems, for example.
- Pupils have well developed creative skills that are demonstrated by the many excellent pieces of artwork displayed around the school.

The quality of teaching is good

- The overall quality of teaching over time is good, with some examples of outstanding teaching in the Early Years Foundation Stage where children make very good progress in their understanding of letters and their sounds.
- A range of interesting activities motivate pupils to learn and teachers use effective strategies to develop pupils' social skills.
- Frequently, the pace of lessons is brisk so that learning is rapid and pupils quickly acquire new skills.
- In many lessons, where pupils make good progress, assessment information is used well to ensure that work is carefully matched to pupils' differing abilities.
- Occasionally some of the work given does not take sufficient account of what pupils have already learned, with the result that a few pupils lose interest in the lesson.
- All teachers have good subject knowledge and expertise, which they use effectively to develop pupils' skills in literacy. They provide a wide range of activities that promote pupils' vocabulary and confidence when speaking.
- Reading is promoted effectively through regular reading sessions.
- Teaching assistants make a valuable contribution to learning by supporting pupils in small withdrawn groups. However, they are not always used effectively to support pupils' learning

in classes.

- Teachers and teaching assistants generally support disabled pupils and those with special educational needs well in lessons. They usually have tasks that are well matched to their needs, but a few pupils do not have sufficient specialist help to overcome their barriers to reading and writing effectively.
- Marking is supportive but does not always tell pupils the next steps they need to take to improve their work and move on to the next level.
- Homework is appropriate and successfully builds on what pupils have learned in lessons.

The behaviour and safety of pupils are good

- Pupils' behaviour is good throughout the school. Pupils have positive attitudes to work and enthusiastically join in lessons.
- There is a very welcoming atmosphere in the school and pupils are polite and well mannered.
- All pupils spoken to had good understanding of the different kinds of bullying and were insistent that there was no bullying in the school. They also said they felt safe. Parents and carers spoken to during the inspection agreed and this was backed up by responses to the online questionnaire (Parent View).
- Staff manage behaviour well. The school rules and procedures are applied consistently.
- It is evident from records of incidents and exclusions that behaviour has been maintained at a good level over the last three years.
- Pupils with emotional, social and behaviour difficulties are managed well.
- Attendance has been above average for the past two years. Nearly all pupils arrive at school on time and the incidence of persistent non attendance is negligible.
- Pupils are confident, well-balanced individuals who are well prepared for the next phase of their education.

The leadership and management are good

- The newly appointed headteacher, senior leaders and governors consistently communicate high expectations and an ambition to see the school improve. They are building effectively on the solid foundations laid by the previous management team.
- As a result of concerted and effective action by the governing body and senior management, teaching is good and any inadequate teaching has been eliminated.
- Leaders use performance management and professional development well to promote good teaching. Targets are closely matched to the school's improvement objectives as well as teachers' training needs.
- The school has robust procedures to evaluate its performance and consults widely with pupils, staff and parents and carers. Detailed analysis of pupils' performance is used to set challenging targets for improvement.
- Staff monitor pupils' progress carefully and this information is used to ensure that no pupils fall behind in their learning.
- The school has a well thought out strategy to promote literacy that ensures all teachers are sufficiently well training to deliver the curriculum effectively.
- An imaginative school curriculum provides a range of interesting activities that are well matched to the needs of pupils, including disabled pupils and those with special educational needs.
- The curriculum is effective in promoting positive behaviour and a good understanding of health and safety. It promotes pupils' spiritual, moral, social and cultural development well,

including a good emphasis on the arts.

- The school places a suitable emphasis on equality of opportunity, so that no groups are disadvantaged or discriminated against. The curriculum and building have been adapted appropriately to ensure that all pupils have equal access to all the school offers.
 - The school works well with parents and carers. The school website is useful in communicating with them and most of those spoken to say they are kept well informed.
 - Parents and carers say that the reports they receive on their children's progress are informative and accurate.
 - The school works effectively with other school and organisations, including the on-site pre-school and out-of-school club.
 - **The governance of the school:**
 - The governing body challenges and supports the professional management of the school effectively.
 - Governors help establish priorities for improvement and have contributed effectively in dealing with poor teaching and pupils' underachievement.
 - The governing body has managed the change of headship well, ensuring good continuity in provision.
 - Effective sub-committees oversee every aspect of the school's work and ensure that statutory requirements are met, including those relating to safeguarding. The governing body also ensures that resources, including financial resources, are used effectively.
 - Effective use has been made of the pupil premium funding to overcome most barriers to learning.
 - The school and the governing body are supported well by the local authority school improvement team. It has helped them address the issues regarding self-evaluation that have been identified.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupil's needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupil's needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	113326
Local authority	Plymouth
Inspection number	403201

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	364
Appropriate authority	The governing body
Chair	Robin Smith
Headteacher	Anthony Hutchings
Date of previous school inspection	21 February 2008
Telephone number	01752 339073
Fax number	01752 336575
Email address	glen.park.primary.school@plymouth.gov.uk

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