

Glebe Junior School

Hamlet Lane, South Normanton, Alfreton, DE55 2JB

Inspection dates 25–26 October 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Achievement is not good. Pupils are not making sufficient progress in all year groups in the school.
- Pupils do less well in writing than in reading and mathematics. Their skills in spelling, grammar and punctuation are not developed well enough across the school. Opportunities to write longer pieces about something that interests them are limited.
- Teaching varies in quality and not enough is good. Teachers do not always have high enough expectations of the progress pupils can make in lessons. They do not all check on pupils and change their teaching to make sure pupils make good progress. In some lessons teachers talk for too long and this limits the time pupils have for their own work.
- Leaders and managers have focused on developing teaching and this has improved. However, there is too much inconsistency in teaching and pupils' achievement for leadership to be good.

The school has the following strengths

- Behaviour is good. Pupils are polite and courteous to each other and adults. Pupils say they feel safe in school and parents and carers agree
- The school rewards good behaviour and regular attendance. This is appreciated by pupils. Pupils are punctual to school and attendance has improved. This is now above average.
- The headteacher is determined the school will improve further. She has reorganised her leadership team so they can check on teaching and pupils' achievement in their year groups.
- Governors know the school well and monitor its work.

Information about this inspection

- The inspection team observed 32 lessons or part lessons and listened to pupils read.
- Four lessons were jointly observed with the headteacher. The headteacher was also observed feeding back to staff about the quality of learning and pupils' progress in lessons.
- Meetings were held with the headteacher and other leaders in the school, the Chair and Vice Chair of the Governing Body, groups of pupils and a local authority officer.
- The returns from 16 staff questionnaires and 28 responses on Parent View were reviewed. Inspectors also spoke to parents and carers informally outside the school. The lead inspector also received an email from a parent. The team also scrutinised responses to the school's own questionnaires from pupils, and parents and carers.
- The inspection team observed the school's work, attended assemblies, scrutinised behaviour, attendance and safeguarding records and looked at documents written by leaders to evaluate the school's work and plan future developments.

Inspection team

Susan Williams, Lead inspector

Additional Inspector

Harkireet Sohel

Additional Inspector

John Pitt

Additional Inspector

Full report

Information about this school

- Glebe Junior School is much larger than the average-sized primary school.
- The very large majority of pupils are White British.
- The proportion of pupils known to be eligible for the pupil premium, which provides additional funding for pupils in local authority care or known to be eligible for free school meals, is below that found nationally.
- The proportion of disabled pupils and those with special educational needs supported at school action is similar to that found nationally. The proportion of pupils supported through school action plus or a statement of special educational needs is slightly above average.
- The school meets the government's floor standards which set the national minimum expectations for pupils' attainment and progress.
- There have been a number of changes of teaching staff since the previous inspection. The deputy headteacher is currently seconded to another school.

What does the school need to do to improve further?

- To improve teaching so that it is good by:
 - making sure that teachers have higher expectations of rates of progress of pupils and adapt their teaching in lessons to ensure rapid progress is made
 - ensuring that the balance between teachers' input and pupils' working allows more time for pupils to develop their independent skills in learning
 - sharing best practice in teaching across the school.
- Improve standards in writing so they are similar to those in mathematics by:
 - strengthening pupils' key skills in spelling, grammar and punctuation
 - giving pupils opportunities to write extended pieces on topics which interest them in a range of different styles.
- For leaders and managers to drive improvements in their areas to ensure pupils make faster progress across the school by:
 - rigorously checking on the quality of teaching and ensuring areas for development are specific and followed up
 - holding teachers to account for pupils' progress in their classes and ensuring appropriate action is taken for pupils not making enough progress.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils leave the school reaching average levels of attainment in English and mathematics. In 2012 there was a slight rise in both English and mathematics. Performance is strongest in mathematics and pupils do less well in writing than reading. Teaching does not always support the development of pupils' basic skills in writing such as spelling, grammar and punctuation.
- The school's own data and scrutiny of books show pupils are working at broadly average standards on entry to the school. Standards in reading and mathematics are higher than those in writing.
- In a Year 3 literacy lesson the teacher had extremely high expectations of pupils' progress. He engaged pupils with an inspiring start to the lesson, encouraged pupils' ideas and had precision in his teaching to ensure the highest rates of progress from pupils. Pupils were proud of the work they had written in 'leaf shapes' on large pieces of paper and the standard of work was high. In other Year 3 literacy lessons the activities were mundane, pupils were not captivated by what they were writing about and the pace of learning was much slower. Pupils are not always inspired to write or given opportunities to write about something that interests them.
- Pupils' progress in the school is improving. There was better progress for pupils in Year 6 last year with improvements in reading, writing and mathematics. The best progress was in mathematics and the least progress in writing. Progress across the school is variable with the best progress being made in Year 6 and the least progress in Year 3.
- Pupils say they enjoy reading, read regularly and like the books in the library. The school provides sessions to support reading on four mornings of the week. In a Year 6 guided reading session pupils worked on different exercises on texts of varying levels of difficulty. They enjoyed the session and said this helps them with their reading. Reading has improved in the school.
- Disabled pupils and those with special educational needs and pupils who are supported by the pupil premium receive additional support in lessons or in small groups to help them with their learning. This has led to improvements for these pupils, particularly in their reading and writing.

The quality of teaching

requires improvement

- Teaching has improved but it is too inconsistent across the school to be good. Where teaching requires improvement, teachers do not have high enough expectations of pupils' progress and do not check on learning regularly in lessons adjusting their teaching to make sure pupils make fast progress. In some lessons the time teachers spend on introductions is too long and it does not give pupils enough time to work by themselves.
- In the lessons with good teaching, teachers have good subject knowledge, work is well matched to pupils' levels of ability and opportunities are provided for pupils to discuss their learning. In a Year 6 literacy lesson the teacher ensured pupils were involved in a range of activities which carefully balanced time led by the teacher and time for pupils to learn. The pupils enjoyed the activities; particularly the short session acting out their text and this supported their learning.
- In a Year 5 literacy lesson the teacher engaged pupils while creating a script for a cookery show. There was a quick pace, positive interaction, reference to success criteria and pupils were interested in what they were writing about. In some lessons, teachers did not inspire pupils to

write well.

- Teaching assistants make a positive contribution to pupils' learning. They work with individual pupils and question them well but also work with groups of pupils checking on learning. In some lessons they give teaching input to groups during the lessons and this is of high quality.
- Most parents and carers believe their children are well taught in school. Pupils enjoy their lessons but say in some they could do more.

The behaviour and safety of pupils are good

- Pupils' attitudes to learning are positive. They engage in activities such as 'partner talk' or 'learning partners' enthusiastically. They are very supportive of each other and work well together in groups. They are keen to share their ideas and respond well to teachers' requests.
- Routines, that encourage pupils' good behaviour, are well established in lessons and around the school. For example, at break when the bell rings, pupils line up immediately in their classes with year groups in different areas. They lead into school in a sensible way which supports a calm approach to the start of lessons. This positive environment ensures good relations, discrimination is not tolerated and that equality of opportunity is promoted.
- Pupils say behaviour is good and that they feel safe. They say there is no problem with bullying and are confident that adults will help them. School records show that there are reducing instances of poor behaviour and that these are dealt with well by the school. There are very few incidents of bullying; the school deals with appropriately with pupils and parents and carers. There are no exclusions.
- Pupils are positive about the rewards system in school. One pupil visited the headteacher to receive her 'bronze' award and very proudly shared her large bronze sticker and purple holographic pencil. She was looking forward to receiving her 'gold' award and tea with the headteacher.
- Attendance and punctuality are high profile and these have improved. Attendance is now above average. Pupils supported by the pupil premium have a breakfast session which has helped their attendance and in being prepared for the school day. Pupils enjoyed the attendance assembly where individuals were presented with certificates and rewards by a governor. Staff and pupils particularly enjoyed the presentation of the award for the class with the highest attendance, which for this half term was 'Dolphins'. Pupils were enthusiastic and enjoyed singing the anti-bullying song, 'Sticks and Stones'.

The leadership and management requires improvement

- The headteacher has correctly identified the strengths and areas for development in the school. She has reorganised her leadership team to be able to focus on driving improvements in teaching and ensuring consistency across year groups. A senior leader now leads each year group. This structure is new and it is too early for this to have made a notable difference in the quality of teaching and pupils' achievement.
- The headteacher has introduced more rigorous arrangements for managing the performance of teachers. She has ensured that teachers are not automatically paid higher amounts unless they meet their targets and regularly teach lessons of a high quality.

- Some high-quality teaching has gone unrecognised and this good practice has not been shared across the school. Not enough has been done to ensure that points for improving teaching are clear and that these are followed up to ensure teaching improves.
- The curriculum is broad and balanced and enriched with visitors; Year 5 was enthralled by a talk given about the Second World War. Pupils enjoy a range of trips and clubs after school and the weekly hymn practice where they sing enthusiastically. These activities support their spiritual, moral, social and cultural development well.
- The local authority has supported the school well to ensure the accuracy of its self-evaluation. The school is scheduled to receive more support this year to enable it to improve more rapidly.
- **The governance of the school:**
 - The Governing Body know the school well; their committee structure gives them the opportunity to check on progress in the school development plan and ask questions of the school's leadership team about the quality of teaching and pupils' achievement. Governors have supported the headteacher to ensure that teachers are rewarded for meeting their targets and teaching well. Pay progression is not now automatic. Governors regularly check on pupils' progress including that of different groups and pupils supported by the pupil premium. They are aware of the difference this funding has made to pupils' self-esteem with the 'Forest Schools' and breakfast clubs as well as how the support for reading and writing has made a difference in the achievement of these pupils. The local authority has worked well with governors to help them check on how well the school is doing. The budget is balanced and the governing body fulfils its statutory requirements.

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 pupils' 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 pupils' 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	112624
Local authority	Derbyshire
Inspection number	405412

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	374
Appropriate authority	The governing body
Chair	Walter Greensmith
Headteacher	Jan Seymour
Date of previous school inspection	6 October 2010
Telephone number	01773 811304
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