

Gladstone Primary School

Gladstone Street, Peterborough, PE1 2BZ

Inspection dates

23–24 January 2013

Overall effectiveness	Previous inspection:	Inadequate	4
	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.

- Standards are rising rapidly. Pupils are making good progress often from a low starting point.
- Disabled pupils and those who have special educational needs do well because their needs are understood and the right support is put in place to help them to succeed.
- Teaching is good. Regular checking by senior leaders is improving the quality of teaching as well as the progress pupils make.
- Information about how well pupils are doing is being used effectively to help them to improve and to plan any further support needed.
- Additional government funding has been used well to support pupils who need extra help. As a result, they receive effective individual support and recent data shows they are making better progress than pupils in the rest of the school.
- Behaviour is good. Pupils feel safe, their attitudes to learning are positive and attendance has risen.
- Leadership is good; the headteacher expects high standards from both pupils and teachers and has significantly improved the school.
- The governing body and senior staff manage teachers' performance effectively.

It is not yet an outstanding school because

- Although progress is good overall pupils' do not achieve equally well in reading, writing and mathematics across all year groups.
- Standards are not yet above average.
- There are inconsistencies the way some teachers teach letters and sounds
- Staff do not use opportunities to enhance pupils' speaking and listening skills sufficiently.

Information about this inspection

- Inspectors conducted 35 lesson observations and reviewed four short sessions, seeing every teacher at work. Inspectors conducted five joint observations with senior staff. All staff were offered professional feedback about the lessons inspectors observed.
- Meetings and informal discussions were held with groups of pupils. Further meetings were arranged with the Chair and Vice Chair of the Governing Body, a representative of the local authority, and nominated staff.
- The inspection team looked at the six responses to the online questionnaire (Parent View).
- Inspectors looked at a range of documents provided by the school, including the school improvement plan, the analysis of pupils' progress, the headteacher's reports to the governing body, and the minutes of governing body meetings.

Inspection team

David Jones, Lead inspector

Her Majesty's Inspector

Marianick Ellender-Gele

Her Majesty's Inspector

Sally Lane

Additional Inspector

Felicia Lord-Attivor

Additional Inspector

Full report

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

Information about this school

- The school is larger than the average primary school.
- Almost all pupils are from Pakistani backgrounds' although a small number are of Eastern European origin or Bangladeshi. All pupils speak English as an additional language, a figure six times the national average.
- The proportion of pupils known to be eligible for free school meals and receiving the pupil premium (additional funding available to the school to assist particular pupils) is below average.
- All pupils are educated on site. The school does not use alternative provision for any pupils
- The proportion of the pupils who need extra help with their learning because they are disabled or have special educational needs is average. These include pupils supported at school action, school action plus and those with a statement of special educational needs.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The school was given a Notice to Improve in November 2011 and was visited by HMI in July 2012.

What does the school need to do to improve further?

- Improve pupil progress in reading and writing by:
 - improving the pupils' speaking and listening skills,
 - ensuring that the way teachers teach phonics (letters and the sounds they make) is consistent in the lower school.
- Increase the proportion of good and outstanding teaching by ensuring all staff:
 - allow enough time to review pupils' work at the end of the lesson,
 - take every opportunity to hear the pupils read their own work aloud,
 - insist pupils speak clearly and precisely when answering questions or when making comments out loud in class.

Inspection judgements

The achievement of pupils is good

- When pupils start school their attainment is low. The results of this year's Year One reading test were below average, in part because many pupils are recent arrivals to this country. Nonetheless, from the moment they arrive, pupils make good progress and, by the time they take the Key Stage 2 national tests, their attainment is average. The effects of previous weaknesses in teaching have not been wholly overcome, however, and gaps remain in older pupils' reading and writing skills in Years 3 - 5.
- The average points scored by pupils in the Key Stage 1 assessments improved significantly in 2012 for the second year in a row. At Key Stage 2, standards rose by twice the national figure. Inspectors' observations in lessons and of pupils' work and the school's data indicate that this pattern of increasingly strong progress is set to continue, and reflects the increasing proportion of good or better teaching now evident across the school.
- Pupils in Years 2 to 6 generally make good progress in reading, writing and mathematics but do not make the same rate of progress in all three subjects. Progress in mathematics has improved more rapidly since the start of this school year because strong subject leadership has provided effective guidance and improved teaching.
- Pupils whose circumstances mean they are at risk of not doing well and those who need extra help make good progress. This includes disabled pupils and those who have special educational needs, as well as those learning English as an additional language. These pupils do well because of the effective, well-targeted support provided in class and in small groups.
- Pupils from ethnic minorities also make good progress and the school ensures that all pupils have an equal opportunity to succeed.
- Pupil premium funding is being used effectively to employ additional staff to work intensively with small groups of pupils on reading and writing. Teaching was effective in all of the support sessions visited by inspectors. The extra support has meant that the progress made by those supported by this extra government funding, was in line with or better than other pupils in the school.

The quality of teaching is good

- Teaching has improved significantly since the last inspection and this is a key reason for the recent rises in pupils' progress.
- Lessons are generally well organised and well-planned and ensure pupils enjoy their lessons and are keen to learn. Teachers understand what they need to do to help pupils to improve. However, some teachers do not allow enough time to review pupils' work at the end of the lesson and do not sufficiently ensure that pupils' oral responses in class are clear and precise enough, particularly when reading their work out loud.
- Senior staff have used staff development opportunities effectively to help teachers and their assistants to improve their practice and increase the progress pupils make. However, teachers in the lower part of the school do not consistently teach sounds and letters in the same way.

- In the best lessons resources are well chosen, explanations are clear and the tasks well matched to the pupils' needs. For example, in a good Year 3 mathematics lesson, pupils examined how repeated addition becomes multiplication. The teacher and the teaching assistant worked as an effective team and the quality of the support enabled all pupils to make good progress.
- In the small group and individual support sessions, staff listen carefully to the pupils' ideas and question effectively to improve learning. This use of calm, precise coaching is enabling pupils' reading, writing and mathematics skills to improve as they move through the school.

The behaviour and safety of pupils are good

- Pupils behave well in class and around the school. They are pleased to come to school in the morning and look after each other when they are there.
- Pupils work cooperatively and many show good social skills. Pupils told inspectors there was little name-calling and they can trust staff to sort out any problems quickly.
- Pupils enjoy learning. They want to answer questions and can become very excited when speaking aloud to the class. Pupils take care over their work and often work intently. In lessons where teaching requires improvement, a few individuals sometimes talk to each other about things that are not connected to the lesson.
- Pupils say they feel safe and that bullying is rare. They understand different types of bullying, including cyber-bullying and racism. Few parents or carers contributed comments to Parent View but those that spoke to inspectors said they were happy with the way the school looked after their child and that when bullying occurs, it is dealt with well.
- Attendance has risen significantly in the last year and is currently in line with the national average.

The leadership and management are good

- The headteacher has worked relentlessly to improve both teaching and achievement. The efforts made to appoint an effective new deputy headteacher have been effective and the senior leadership team has been significantly strengthened by this recent appointment. The leadership team are uncompromising in making sure that all pupils in the school receive the best education possible but acknowledge that more needs to be done to raise standards and improve pupil progress.
- Teaching has improved rapidly since the previous inspection because leaders carefully check how well teachers are helping pupils to make progress. The school ensures that decisions about teachers' pay are closely linked to the effectiveness of their teaching and the roles they fulfil.
- Senior staff consistently share their high expectations of teaching and learning with other staff, and this has been a key factor in the improvement in teaching. They make accurate judgements of teaching quality and relate these judgements directly to how well teachers are helping pupils to improve.
- School leaders have worked hard and successfully to reduce pupil absence and their consistent checking has led to a significant rise in attendance.

- The spiritual, moral, social and cultural opportunities provided within assemblies and as part of lessons ensure pupils have a good understanding of different cultures and enjoy regular opportunities to learn about environmental issues.

- The local authority has seconded an interim deputy headteacher to the school for the autumn term 2012. This very positive action has helped improve teaching, particularly in mathematics.

- **The governance of the school:**
 - Governors are well-trained and fully informed about how the school is performing and use data and other information provided in reports from the headteacher to compare it with other schools. They make regular visits to the school and understand where teaching is most effective. They check the impact of senior staff reviews of teaching and ensure that teachers' progress through the pay scales is related to the effectiveness in raising standards. Governors set targets for the headteacher, and check carefully how well these are being met. Governors know how the pupil premium funding is being spent and closely monitor the impact of this and all other spending to ensure that the school's budget is being used efficiently to help pupils make better progress. The Governing Body ensures that requirements for the safeguarding of pupils are met.

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	110757
Local authority	Peterborough
Inspection number	399664

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	447
Appropriate authority	The governing body
Chair	Phillipa Cherry
Headteacher	Christine Parker
Date of previous school inspection	24 November 2011
Telephone number	01733 343908
Fax number	01733 358650
Email address	office@gladstone.peterborough.sch.uk

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