

Glade Primary School

Knappers Way, Brandon, Suffolk, IP27 0DA

Inspection dates

7–8 February 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	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.

- Pupils make good progress during their time in school.
- Pupils in Year 6 are now working at the expected levels for English and mathematics, improving on their below average standards in Year 2.
- Teaching and learning are good across the school. Some outstanding teaching leads to rapid learning and high quality work.
- Pupils who need extra help to develop their English language, reading, numeracy or social skills benefit from good support and make good progress.
- Pupils thoroughly enjoy their lessons and the wide range of clubs on offer.
- Pupils behave well and feel safe because discipline is fair and consistent.
- Good leadership and management have ensured that teaching and achievement have improved by making better checks in lessons and by providing additional training.
- Governors work closely with the school's leaders, supporting and challenging them well. Additional funds are used wisely to help individual pupils.

It is not yet an outstanding school because

- Although teachers give high quality written advice when marking pupils' written work, there is less advice to improve and extend pupils' learning in their mathematics books.
- Pupils are not always encouraged to respond to their teachers' marking or correct their mistakes.
- The checking of teaching by leaders is rigorous but points identified for improvement are not used sufficiently to guide subsequent observations of the same teacher.

Information about this inspection

- Inspectors observed teaching in all classes. They observed 11 lessons and some pupils read to them.
- The inspectors had discussions with pupils, the headteacher, other teachers and governors and held a telephone conversation with a local authority officer.
- They looked at a range of the school's documents and samples of pupils' work.
- The views of 21 parents were analysed through the Parent View website. Other parents' views were sought at the start of the school day.

Inspection team

Judith Dawson, Lead inspector

Additional Inspector

Matthew Klimcke

Additional Inspector

Full report

Information about this school

- The school is smaller than the average primary school. It became a full primary school in September 2012, retaining its Year 6 pupils for the first time this year. It is not yet possible therefore to assess how well it meets the government's minimum floor standards.
- There are more pupils than average from minority ethnic families and also more who have a first language other than English.
- The percentage of disabled pupils and those with special educational needs supported at 'school action' level is average. The proportion of pupils supported at 'school action plus' or with a statement of special educational needs is slightly greater than in most schools.
- More pupils than average are known to be eligible for additional government funding through the 'pupil premium'.
- The percentage of pupils who join or leave the school other than at the usual times is above average.
- One pupil is being educated at Kingsfield Centre pupil referral unit.
- The school had a monitoring visit from Her Majesty's Inspectorate in February 2012 when it was judged to have made good progress in addressing the issues from the last inspection.

What does the school need to do to improve further?

- Improve the way leaders check on the quality of teaching and learning so that any identified points for improvement become the focus for future observations.
- Ensure teachers mark pupils' work to the same high standards in mathematics as they do in English, giving written advice when appropriate, and ensuring that pupils have time to respond to this and to correct their work.

Inspection judgements

The achievement of pupils is good

- Children join the reception class with knowledge and skills that are below, and sometimes well below, those expected for their age. Although they generally make good progress, they are still below average at the beginning of Year 1.
- Standards at the end of Year 2 have risen every year over the last three years. In 2012, standards in reading, writing and mathematics were broadly in line with the national average. In the screening test for phonics (the sounds letters make) at the end of Year 1, pupils exceeded the national average because teaching is rigorous, methodical and high quality.
- Pupils are doing well throughout the school. They make good and often rapid progress in lessons. From the time they start school they are encouraged to decide how well they have completed their work and how they could make it better.
- The school found that pupils were not doing as well in mathematics last year. Extra support and the provision of more difficult work have improved pupils' skills and most pupils are working at or above the levels expected of their age. Pupils in Year 6, for example, selected whole numbers and decimals to describe in mathematical terms, such as 'prime' 'squared' or 'product'. They used the terms correctly and enjoyed giving their classmates the mathematical clues.
- Pupils who need extra help, such as those new to the school, those with limited English, disabled pupils and those with special educational needs and those supported through the pupil premium funding make good progress. The additional funds have been used to provide support and resources for those pupils eligible for them to ensure they catch up with their classmates. Teachers and other adults make learning fun and take pains to promote each pupil's self-esteem. A lot is expected of them. As a result, these pupils are confident, make good progress and are proud of their achievements.

The quality of teaching is good

- Teachers expect pupils to do their best at all times. Lessons in both English and mathematics are planned to meet the needs of all the pupils in the class and each boy and girl is encouraged to aim high. Each teacher tells pupils what they must, should or could achieve by the end of the lesson. They expect pupils to decide how well they have achieved and what they need to do to make their work even better.
- Other adults, such as teaching assistants, support and question the pupils effectively, not only to test understanding but also to extend learning. On rare occasions they do this rather more often than necessary, without allowing the pupils time to think for themselves.
- Pupils are encouraged to make decisions about their learning and to extend it through research. This encourages pupils to extend their learning at home. Most parents feel that teaching is good.
- All teachers have extremely good relationships with the pupils. As a result, disruptive or inattentive behaviour in classes is extremely rare. Good support for pupils who find managing their behaviour difficult ensures that they learn well and allow others to do so.
- Lessons are consistently interesting. They are carefully planned to appeal to both boys and girls.

A recent initiative to improve boys' writing is having some success and there is now no significant difference between the quality of boys' and girls' written work. In one lesson boys delighted in finding interesting words and phrases to describe their fantasy worlds.

- The high-quality teaching of phonics has significantly improved reading. A commercial scheme has been carefully adjusted to meet the needs of the pupils. The results are particularly noteworthy as some pupils do not speak English at home. These pupils are supported very well, not just by the adults. Several British pupils have learnt enough Polish or Portuguese to translate for their friends.
- The good planning for and support given to disabled pupils, those with special educational needs, and those supported by the pupil premium enables them to achieve well. In the 2012 Year 2 tests these pupils did better than other similar pupils nationally.
- Teachers' marking in pupils' English books is extremely helpful and thorough. This helps pupils to take responsibility for improving their learning. It is less successful in mathematics; whilst there are comments or examples of calculations written in pupils' books, these are often not followed up either by pupils or teachers.

The behaviour and safety of pupils are good

- All the pupils the inspectors talked to were unanimous in their praise for the way they are cared for in school. The great majority of parents also say that their children feel safe in school and are well looked after.
- Behaviour is good throughout the school. It is impeccable in lessons and disputes on the playground are rare. Consistent systems for managing behaviour make sure that pupils know what is expected of them. A minority of the very few parents who used the Parent View website feel that pupils do not behave well, although the parents that inspectors talked to disagreed.
- Pupils know how to keep themselves safe, including when using the internet. They are aware of the different types of bullying, including cyber-bullying and bullying based on prejudice. Racist incidents in school are extremely rare.
- Pupils work hard, are eager to please their teachers and want to do well. They take a pride in their work which is generally well-presented. Not all, however, make the best use of the opportunities they are given to correct their work and learn from their mistakes.
- When asked to work in pairs, small groups or without their teachers' help, pupils stick to their tasks and cooperate with each other.
- Attendance, which has historically been below average, has improved. Rewards for good attendance and penalties for lateness and unauthorised absence have been successful in reducing absence to the normal levels for primary schools.
- Good spiritual, moral, social and cultural development helps pupils to develop a strong sense of justice and empathy with others, real or fictional. Following a discussion about pupils' ambitions for their futures, the school has introduced a topic for older pupils working with the careers service. This is designed to raise their aspirations. Pupils delight in the diversity of cultures in school and learn from each other.

The leadership and management are good

- The headteacher and senior leaders have been rigorous in their drive to improve teaching and learning and raise standards. Changes in staffing have been managed well and all teachers are united in their desire to improve on their good practice.
- Teaching is observed regularly and training provided to help teachers improve their skills as well as meeting the school's needs. However, points for improvement are not specifically followed up later, missing opportunities to eradicate any weakness and make teaching consistently outstanding.
- Teaching programmes have been adapted to meet the needs of the oldest pupils. Topics and special 'Wow' days provide a focus for each subject to ensure that, with the focus on raising standards in English and mathematics, pupils' learning experiences remain broad and balanced.
- Leaders and managers have an accurate understanding of the school's strengths and areas for improvement. This evaluation is used to set unambiguous and time-limited plans for raising standards amongst all groups of pupils.
- The local authority provides training and support for the headteacher, staff and governors. This includes support for the provision for pupils with English as an additional language and for mathematics. This support is appropriate for the school.
- There are good links with local schools and other organisations. Teachers work closely with the Kingsfield Centre to make sure the pupil in their care makes good progress in preparation for his return to school.
- Leaders and teachers track the progress of different groups of pupils regularly and accurately, evaluating the impact of the additional support. In this way the school ensures equality of opportunity for all pupils and is successfully narrowing the gap between them.
- The school works hard to engage parents in their children's learning. Staff keep parents informed and encourage them to join in school events. A consistently applied homework policy has helped to encourage some parents to engage in their children's learning.
- Systems for ensuring pupils safety and welfare are robust. The school meets statutory requirements for safeguarding pupils and works well with outside agencies to support pupils whose circumstances may make them vulnerable.
- **The governance of the school:**
 - Governors have a good understanding of the school's performance and how it compares to other schools, and leaders are held properly to account. Subject leaders report to them regularly, helping teachers new to the role to evaluate the provision for their subject and its impact. Governors are well trained, fulfil their statutory duties and manage the finances carefully, evaluating the impact of spending, including the pupil premium funding and ensuring this money is used as intended. Staff salaries are directly linked to teachers' performance. Governors know where teaching is strong and how any underperformance is being tackled. They seek the views of parents regularly even though the response is often limited. Governors are proud of their school and determined that it should become even better.

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	124563
Local authority	Suffolk
Inspection number	402272

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	204
Appropriate authority	The governing body
Chair	Mr Andy Harris
Headteacher	Andrew Smith
Date of previous school inspection	26 May 2010
Telephone number	01842 811580
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