

Glebelands Primary School

Farriers Gate, Chatteris, PE16 6EZ

Inspection dates 20–21 February 2013

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

- There are inconsistencies in the progress that pupils make from one year group to another in writing and mathematics. For example, progress is not fast enough in Key Stage 2.
- There is not enough good or better teaching, and pupils are not always clear how well they are doing, or how to improve their work.
- Work is not always well matched to the individual needs of all pupils.
- Senior leaders, including governors, have not focused enough on the impact of teaching on the progress that pupils make. In particular, governors have not used centrally held information regarding how well pupils are doing to ask searching questions of the school.

The school has the following strengths

- The progress that children make in Reception and Years 1 and 2 has recently improved because teaching is now better matched to the needs of the children.
- The teaching of reading in all groups has improved, and pupils enjoy their reading.
- Behaviour is good, and the school promotes a culture of respect amongst pupils.
- Pupils feel safe, they enjoy coming to school, and have good relationships with their peers.
- Leaders, including governors, have a clear picture of how the school needs to improve.

Information about this inspection

- Inspectors observed teaching and learning in 23 lessons. A joint lesson observation was undertaken with the headteacher. In addition, inspectors made other visits to classes, looked at pupils' books, listened to pupils of different ages read and examined display work.
- Meetings were held with pupils, the Chair of the Governing Body and other governors, senior and leaders and teachers in charge of subjects and a representative from the local authority.
- Inspectors took account of 26 responses to the online questionnaire for parents (Parent View) and talked to parents during the inspection.
- Inspectors observed the school's work and looked at a number of documents, including the school's own information on pupils' progress, planning and monitoring documentation, and records relating to behaviour, attendance and safeguarding.

Inspection team

Andrew Read, Lead inspector

Additional Inspector

Jacqueline Pentlow

Additional Inspector

Sherry Gladwin

Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school.
- The majority of pupils are White British.
- A community and day care centre incorporating a pre-school setting, after school and holiday club shares the school site. It is not managed by the governing body and is inspected separately.
- The proportion of disabled pupils and those who have special educational needs who are supported through school action is above average as is the proportion supported at school action plus or with a statement of special educational needs.
- A below average proportion of pupils are known to be eligible for the pupil premium, the additional government funding for pupils known to be eligible for free school meals, for children in local authority care and for pupils with a parent in the armed forces.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Pupils are educated onsite. There is no alternative provision elsewhere.

What does the school need to do to improve further?

- Improve the amount of good or better teaching by:
 - developing pupils' knowledge, skills and understanding in writing and mathematics, particularly in Key Stage 2
 - making sure that at all times pupils know how well they are doing and understand what they need to do to improve their work.
- Increase the pace of school improvement by making sure that:
 - over time, the progress made by pupils is accurately recorded and analysed on a whole-school basis
 - lesson observations focus sharply on the quality of pupils' learning
 - all leaders use information on pupils' progress, alongside a summary of the quality of any lessons observed, to check and challenge performance.

Inspection judgements

The achievement of pupils

requires improvement

- The rate of progress made in writing and mathematics in Key Stage 2 is slower than in Key Stage 1, a situation evident in the work seen in pupils' books. Standards in English and mathematics are slightly below average by the time pupils leave the school in Year 6.
- Some pupils, such as boys, underachieved in writing in Key Stage 2. There is some evidence of recent improvement. The school's own assessment information shows that current Year 6 pupils are making faster progress than in previous years in both writing and mathematics. The work given to pupils is now better matched to their needs. For example, pupils now work in groups containing other pupils that have similar learning needs.
- Progress in English and mathematics in Key Stage 1 has recently improved, and the proportion of pupils making good progress has increased. As a result, standards are now slightly above average by the end of Year 2, with much good writing and number work evident in pupils' books.
- The progress that pupils make in reading in all age groups has also improved in recent years. The school is now better at finding out what individual pupils need to do to improve their reading, for example by increasing the amount of time that adults spend listening to pupils read aloud.
- Many children enter Reception with skills and knowledge below expected levels of development for their ages. They make good progress, however, completing the year with average levels of development. Early language and writing skills are weaker than other areas of learning.
- Over time, the rate of progress made by different groups of pupils is broadly similar. For example, low, middle and high ability pupils progress at a similar rate, although they make better progress in Key Stage 1 than in Key Stage 2. This is because work is better tailored to meet the needs of different pupils in Key Stage 1.
- The progress made by pupils known to be eligible for the pupil premium is at least as good as other pupils in the school. Some of these pupils make better progress than might be expected when compared to similar schools nationally. The gap in the standards reached by these pupils when compared to other pupils nationally has improved over recent years because they have received effective tuition on an individual or group basis.
- Disabled pupils and those who have special educational needs make a good start in Reception and continue to make good progress in Key Stage 1. Their progress in Key Stage 2 requires improvement. Pupils make better progress when learning in small groups or receiving individual tuition in the younger-aged classes. When doing so they are given work better matched to their level of understanding, and make better progress.

The quality of teaching

requires improvement

- While no teaching is inadequate, there is not enough consistently good or better teaching in English and mathematics across the school. Teaching has improved in recent times, particularly in Reception, Key Stage 1 and Year 6. However, this mixed picture results in too much variation in pupil progress.

- The teaching of writing and mathematics in Key Stage 2 does not always address the specific needs of pupils. Although books are marked regularly and accurately, pupils do not always know how well they are doing or what their next steps in learning are. For example, a scheme to use 'target-cards' in mathematics has recently been dropped by the school. With no meaningful replacement, many pupils are unable to describe what their next steps in mathematics are, or how fast they are progressing.
- Teaching in Reception is good across both classes. The needs of individual children are understood by all staff, and activities are planned carefully to meet them. For example, the balance between adult- and child-directed activity is good. While children are encouraged to explore their own interests, they have choices that cover all areas of learning.
- The school's own progress information suggests that teaching has recently improved in Key Stage 1, particularly in early reading and number skills. Imaginative writing was seen in books in Year 2, whilst Year 1 pupils were observed using good number skills in a lesson that explored the volume of water present in different containers.
- The teaching of reading and early language development is good. By the end of Year 2 many children can read at expected levels. Standards in reading are better than in writing or mathematics in Key Stage 2. A strong emphasis has recently been placed on reading at home and for pleasure, and many pupils say that their enjoyment of reading has increased.
- Where teaching is better in Key Stage 2, targets are more clearly presented. For example a 'literacy learning ladder' has recently been devised and was seen to be well used in Year 6. Such measures have improved the capacity of pupils to understand their own needs. However, such innovations are very recent, and are not used in all classes or subjects.
- Teaching in more specialist artistic areas is a strength of the school. For example, a music lesson for Reception children involved them all, regardless of their developmental stage, or musical ability. High quality teaching is available for those children wishing to learn brass instruments.
- Pupils known to be eligible for the pupil premium receive extra help from teachers and support staff, which helps them to make better progress. The funding also gives them opportunities to take part in a range of other activities such as clubs and trips.
- Support staff are effective when supporting disabled pupils and those who have special educational needs in the classroom. Learning is well planned for these pupils, who benefit from being included in whole-class activities with the additional help of another adult.
- Teaching makes a good contribution to pupils' spiritual, moral, social and cultural development across all year groups. Pupils undertake activities that give them a good understanding of different cultures, religion and an appreciation of artistic, musical and spiritual topics.

The behaviour and safety of pupils are good

- Pupils' good behaviour and attitudes create a welcoming, secure and safe school environment. Pupils collaborate well in lessons. For example, pupils in Year 3 were seen recording the drama undertaken (and photographed) in a previous lesson, producing a group storyboard with speech-bubbles.
- Disruption to lessons caused by poor behaviour is very rare. Adults have very good relationships with pupils, who respond by treating all teachers with a high level of respect.

- Pupils play well together, helping and supporting each other to be happy. Pupils say that bullying is rare, and pupils of all ages were able to describe how to spot and report bullying. Pupils unanimously feel that adults respond quickly and helpfully to any concerns that they raise.
- Pupils have good awareness of different forms of risk, and know what to do and who to tell if they feel unsafe. Their awareness of e-safety is good, and begins in Year 2 and covers a range of technology. For example, pupils were able to discuss the risks of using social-networking websites, and described how they use a protected environment provided by the school to do this safely.
- The school is good at identifying individual pupils who may need additional and wider support, and works very well with parents to provide this. Such pupils receive support from other agencies. All adults involved in this provision are kept well informed about how they can help, and the circumstances and the nature of the support required. As a result support is well matched to pupils' needs so that they keep up with other pupils.
- Records suggest that incidents of misbehaviour are very rare, and that there are no patterns regarding the types of pupil involved.
- Attendance is average, and the school works well with parents to see that pupils come to school. Any unexpected absence is quickly followed up, making sure that pupils remain safe.

The leadership and management

requires improvement

- The senior leadership team has identified that the rate of progress made by pupils in English and mathematics is too slow, and that leadership and management in this area require improvement. For example, in the past, school assessments regarding the quality of teaching observed in lessons have not always taken enough account of the rate of progress seen.
- Although leaders and managers, including subject leaders, appreciate the need to improve standards, they do not make sure that centrally held information regarding how well pupils are doing is accurate and capable of being analysed on a whole-school basis. For example, anomalies in the accuracy of historical progress information, and a lack of effective use, has previously reduced the capacity of leaders and managers to check progress and see that lesson planning and staff training are well matched to pupils' needs.
- The headteacher knows the individual circumstances of all the pupils in the school, and is well respected by both parents and staff who feel that the school is well led and managed.
- The leadership of the Early Years Foundation Stage is good. There are high standards of care and staff meet the needs of most pupils. This represents an improvement since the last inspection.
- In recent years the local authority has provided a basic level of support, reflecting a view that the school has the capacity to improve by itself. Given that the current leadership team has improved the quality of learning in Reception and Key Stage 1 since the last inspection, there is reason to believe that such a capacity does exist for the improvement of Key Stage 2.
- Safeguarding arrangements comply with regulations, and make sure that pupils remain safe both in school and when on school trips. Leaders and managers are equipped to see all staff recruited

are closely checked and identify and respond to concerns regarding child welfare.

- The range of subjects and topics taught is extensive, particularly in areas of artistic expression. Music is a strength of the school, with individual and group instrumental lessons occurring on a regular basis. A wide variety of activities is available for pupils to participate in, including many additional clubs. In discussion, pupils said how much they enjoy such experiences, and that they have a say in the kind of extra opportunities made available. The school makes sure that all pupils have equal opportunities and that discrimination of any kind is not tolerated.

■ **The governance of the school:**

- The governing body is led by an effective Chair, who is supported by other governors. Governors' checks on their own effectiveness have identified the need to improve their use of whole-school progress information to see how well different groups of pupils are doing. They have begun to follow the progress of pupils known to be eligible for the pupil premium more closely, and have realised that other groups of pupils, when compared to other schools, could be making better progress. Governors are working to make sure that teachers' pay and promotion is better linked to the contribution that individual teachers are making to raising standards, and have taken action to tackle underperformance. They know about the quality of teaching and how the school is setting robust targets for teachers to improve their practice.

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	110777
Local authority	Cambridgeshire
Inspection number	401152

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	348
Appropriate authority	The governing body
Chair	Godfrey Smith
Headteacher	Lisa Sharratt
Date of previous school inspection	17 March 2010
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