

Gloucester Road Primary School

Gloucester Road, Cheltenham, Gloucestershire , GL51 8PB

Inspection dates 5–6 June 2013

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.

- Pupils make good progress and achieve well from their different starting points.
- The stimulating experiences the children enjoy in the Reception class provide them with a good start to their education at Gloucester Road Primary School.
- Teachers have exceptionally high expectations of pupils and this is evident in all areas of the work pupils are engaged with.
- Teaching assistants work well with pupils both within the class and with small groups outside the main classroom environment.
- The themed approach to learning provides inspiration and enjoyment for the pupils; this was evident in all lessons observed.
- Pupils behave well and show respect and care for each other and their teachers.
- Pupils report they feel safe in school, bullying is rare and if they have any concerns they know who to talk to and this resolves the situation.
- There is a strong effective leadership team, including governors, which is committed to moving the school forward and knows what needs to be done to make it even better.
- The actions taken to improve teaching through effective performance management and staff training have been highly successful, having a particular impact on standards.

It is not yet an outstanding school because:

- Teachers' marking does not consistently give pupils enough detail on how to improve their work or the time to respond to their comments.
- Pupils in some classes do not have sufficient opportunities to develop their writing skills in all topic areas.
- Homework does not give pupils enough opportunity to take responsibility for their learning, especially in completing tasks.

Information about this inspection

- During the inspection, the lead inspector observed 14 lessons, of which four were joint observations with members of the school's leadership team. In addition, several short visits were made to lessons including some where small groups of pupils were being taught by teaching assistants and a peripatetic music teacher.
- The inspector spoke to the vice-chair of the governing body and a parent governor, as well as members of the school management team and a representative of the local authority. These meetings were used to discuss pupil progress data, quality of teaching and learning and how this is monitored, as well as the safeguarding of children.
- Pupils were heard to read from Year 2 and Year 6 and meetings were held with two groups of pupils.
- The start and end of the day were also used to meet with parents and carers.
- Questionnaires were analysed from 15 staff.
- There was a zero response to the online questionnaire (Parent View), therefore the lead inspector looked at the outcomes from a recent survey the school had completed with parents, carers and children.

Inspection team

Sarah Jones , Lead inspector

Additional Inspector

Full report

Information about this school

- Gloucester Road Primary School is a smaller-than-average sized primary school.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average
- The proportion of pupils supported by school action plus or with a statement of special educational needs is below average.
- The proportion of pupils known to be eligible for the pupil premium, additional government funding for specific groups, including pupils eligible for free school meals, is above average.
- The proportions of pupils from minority ethnic groups and who speak English as an additional language are above what is found nationally, with Polish the largest group at the school.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school has a number of recent awards including Healthy Schools and the International Schools Bronze Award.

What does the school need to do to improve further?

- Improve the quality of the teaching from good to outstanding, by:
 - sharing more widely the outstanding practice that is already in school, with a particular focus on writing across different subjects
 - making sure that when marking pupils' work, all teachers include constructive comments that show pupils how to improve, and that pupils are given time to respond to them
 - giving all pupils enough opportunities to take greater responsibility for their own learning, especially in completing homework tasks.

Inspection judgements

The achievement of pupils is good

- Pupils make good progress at Key Stage 1. Children join the school with skills below the expected levels for their age, especially in language and communication. The successful system used for checking progress in Reception shows that progress is improving well and children are better prepared to start Key Stage 1. The employment of a leader of teaching and learning has helped to improve the use of data across the school.
- In 2012 attainment in English and mathematics at the end of Key Stage 2 was below that expected of this age group. However, pupils across the school do make good progress from their starting points. There is clear evidence of strategies to raise standards and pupils currently in Year 6 have made good progress and are on track to reach standards well above national averages in reading, writing and mathematics.
- The more-able pupils benefit from sufficient challenge and are on course to exceed expected levels at the end of Key Stage 2.
- Pupils read regularly and enjoy reading. They are taught how to use their knowledge of phonics (the sounds letters make) to read difficult words. Pupils do not always read at home which hinders their progress.
- Pupils from minority ethnic backgrounds who speak English as an additional language make good progress in line with others, as their learning needs are assessed and responded to, enabling them to settle quickly within a secure and supportive learning environment.
- Disabled pupils and those who have special educational needs make good progress similar to other pupils in English, however further support is required in mathematics to improve the progress pupils make.
- Pupils known to be eligible for the pupil premium make progress broadly at the same rate or better than their peers. The pupil premium is spent on a range of interventions including literacy and numeracy support as well as additional inclusion hours. There are no gaps in attainment between these pupils and the others in English and mathematics.

The quality of teaching is good

- In all lessons teachers use assessment information well to make sure that the work is carefully matched to pupils' differing abilities. Teachers provide a wide range of interesting and demanding activities that motivate pupils to become involved in their learning and to achieve well.
- There is a large number of teaching assistants, who are kept well informed by teachers. This in turn supports planning for individual groups of children, both in class and for those pupils that are withdrawn for particular help. This cohesive approach to teaching helps to support and develop the learning of all pupils.
- Teachers have secure subject knowledge and use a wide range of teaching methods effectively, for example 'talking partners' help pupils explore and express their understanding. Teachers' questioning is often searching to make pupils explain their thinking accurately and carefully. Teachers have the opportunity to undertake professional development both within school and externally to develop their teaching skills and enhance their subject knowledge.
- Teachers regularly check the progress made by pupils who speak English as an additional language and those with special educational needs and adjust their work so that they make good progress. For example, in a guided reading lesson careful questioning and individual opportunities led to all pupils making good progress.
- Teaching in the Reception class is good with staff having a good understanding of the learning needs of young children and assessing them thoroughly.
- Displays in the classroom and corridors are inspirational to the children and pupils' work is of a

high standard.

- Relationships are warm, friendly and supportive. Teachers encourage pupils to work with each other and to discuss their ideas. This helps pupils learn to tolerate and accept each other's opinions, and promotes their moral, social and cultural development effectively.
- There is evidence of good marking. However the next steps in learning are not always clearly stated so that pupils know how to improve their work in all subject areas. Pupils are not always given enough time to respond to teachers' comments.
- Homework is regularly provided and teachers have high expectations of it strengthening pupils' knowledge and securing their understanding. However some pupils do not always complete the set tasks.

The behaviour and safety of pupils are good

- Pupils are extremely enthusiastic about their learning, and most behave well nearly all of the time. Pupils clearly enjoy their work, they report they want to do well and respond well to the challenges presented to them.
- Teachers are good role models. The atmosphere within the school is calm and quiet, with no need to raise voices to get pupils' attention.
- The well-being of the pupils is a high priority, with a number of children who have specific needs. The school has a small number of pupils with challenging behaviour. Teachers manage their behaviour well and the additional pastoral care structure has a positive impact on the behaviour and self-esteem of those pupils who need this additional support.
- Pupils overall are considerate of each other, both inside and outside of the classroom. Most pupils consider the behaviour is good at the school and that bullying is rare. They have a good understanding of the different types of bullying, including cyber bullying and say any incidents are quickly sorted out by teachers.
- Pupils' behaviour at playtime is good with 'Playground Pals' providing activities for children to enjoy. Pupils feel safe in the school, they know the site is secure and who to go to should they have a concern.
- Behaviour logs provided by the school show incidents are carefully recorded and the number of incidents of poor behaviour has fallen considerably over the last two years.
- Attendance has improved and is currently average. However there remain a few children whose attendance falls below this. The school is working hard with these families to reduce the impact it is having on the children's education. The school is part of a group of local primary schools which employ an attendance officer to work with parents and carers if attendance becomes unacceptably low.

The leadership and management are good

- There is a clear and collaborative approach to leadership within the school, with a shared vision to make the school the best it can be. The self-evaluation is rigorous and central to the work of the school, as is the motto, 'Achieve, celebrate, enjoy'. The headteacher has been successful in making the school a place where pupils feel valued, safe and prepared for the next stage of their education.
- The headteacher is well supported in bringing about change including a recent appointment with a focus on teaching and learning to enhance the experience children receive in all subject areas. There are missed opportunities, however, to share the best practice in teaching across all staff.
- The leadership team has an effective tracking and monitoring system that is used well by subject leaders and teachers to plan lessons and present challenge to all children, whatever their ability.
- The school works effectively with local schools and the local authority, which has successfully contributed to the improvements in pupils' overall achievement.
- The headteacher has taken on joint responsibility to share expertise and provide opportunities

for training teachers and leaders in local schools.

- The themed approach to the curriculum is exciting, there are regular visits to places of interest that link to the topic work and children say they enjoy these opportunities. Pupils have good opportunities for spiritual, moral, social and cultural development both in lessons and in assemblies. During the inspection an assembly included children singing a range of songs reflecting each other's cultural backgrounds.
- Parents and carers are pleased with the school. At the start of the school day all teachers are in the playground to meet the children. Parents and carers like this start to the day, knowing there is an opportunity to talk to teachers should the need arise. One parent or carer reported, 'The headteacher has done wonders for this school.'
- The high expectations of behaviour and the work ethic of all in the school provide a firm foundation for all children to succeed within a safe and purposeful environment, whatever their starting points, placing them in a good position to move onto the next stage of their education.
- Performance management has been used well to raise standards, providing rigorous targets for teachers and teaching assistants, and these targets link to the school development plan and their individual responsibilities.
- **The governance of the school:**
 - The governing body provides effective support and challenge which is based on a clear understanding of the school's strengths and areas for development within the context of the school and the community it serves and the needs of the pupils. Governors make sure that safeguarding requirements are fully in place and effective. The governing body is very clear on the targets for the school and how these can be met. Governors have a good understanding of the quality of teaching, including performance management, the national 'Teachers' Standards' and the impact they have on salary progression. They know what the school is doing to reward good teaching and to tackle any underperformance. Governors monitor spending carefully and are aware of how the school is using the pupil premium to improve pupils' achievement. Governors make sure they are kept up to date with training to improve their effectiveness, especially when holding leaders to account.

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	115585
Local authority	Gloucestershire
Inspection number	412860

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	131
Appropriate authority	The governing body
Chair	Susan Jenner
Headteacher	Amanda Palmer
Date of previous school inspection	1 December 2009
Telephone number	01242 512792
Fax number	01242 572399
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