

# Glapton Primary and Nursery School

Glapton Lane, Clifton, Nottingham, NG11 8EA

**Inspection dates** 5–6 June 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- From low starting points, pupils make good progress to reach standards in Year 6 that are average.
- A high proportion of teaching is good and some is outstanding. Lessons engage pupils fully and move along at a brisk pace.
- Teaching assistants make a good contribution to pupils' learning, particularly for disabled pupils and those who have special educational needs
- All pupils, regardless of background, make good progress, because they are helped to develop self-esteem and confidence, as well as to learn.
- Very good relationships help to create an extremely happy atmosphere throughout the school. Pupils' behaviour, both in and out of lessons, is exemplary.
- Pupils greatly enjoy school and feel very safe. Their excellent attitudes to learning help them to work hard and learn well. Pupils are very proud of their school.
- The headteacher is well respected by staff, is relentless in her pursuit of improvement and has been key to driving further developments. Together, leaders have improved the quality of teaching and ensured that achievement remains good.
- The governing body is effective in supporting the school and is increasingly holding it to account for its performance.

### It is not yet an outstanding school because

- Although pupils make good progress in developing reading, writing and mathematics skills, their achievement in reading is not as strong as in writing and mathematics
- Not enough teaching is outstanding to make achievement outstanding. There remains a very small amount of teaching which requires improvement.

## Information about this inspection

- Inspectors observed 17 lessons, some of which were observed jointly with the headteacher or assistant headteachers.
- Inspectors listened to pupils read, both in and out of the classroom, and looked closely at their work in books.
- The inspectors looked at the school’s plans for improvement, information about how well pupils are learning, lesson plans, the school’s systems for checking how well it is performing, school policies and records of the governing body’s work.
- Meetings and discussions were had with members of staff, groups of pupils, the Chair of the Governing Body and three other governors. No one from the local authority was available to talk to the team during the inspection.
- There were 11 responses to Ofsted’s online questionnaire, Parent View, at the time of the inspection. Inspectors spoke to parents at the school during the inspection. The views of these parents were taken into account by inspectors along with responses to the school’s own parental survey and the Ofsted staff survey.

## Inspection team

Susan Vasey, Lead inspector	Additional Inspector
Alan Chaffey	Additional Inspector
Aileen King	Additional Inspector

## Full report

### Information about this school

- This school is larger than the average-sized primary school.
- The school receives pupil premium funding for nearly half of the pupils, which is a much higher proportion than in most schools. Pupil premium funding is provided to support those pupils who are known to be eligible for free school meals, those who are looked after by the local authority, and those with a parent in the armed forces.
- Almost all pupils are from White British backgrounds. A few are from a range of other ethnic heritages. Hardly any speak English as an additional language.
- The proportion of disabled pupils or those who have special educational needs who are supported at school action is above average. The proportion supported at school action plus or who have statements of special educational needs is well above average.
- There is a higher than average proportion of pupils who join or leave the school at other than the usual times at the start and end of the school year.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- There is a breakfast club operating on the school site which is managed by the governing body of the school.

### What does the school need to do to improve further?

- Raise pupils' achievement, particularly in reading, through increasing the proportion of outstanding teaching by ensuring that teachers:
  - create more opportunities for pupils to use and apply their reading skills in a variety of situations and in different subjects, monitor the impact of this action, and modify the provision accordingly
  - promote good independent learning skills and give more chances for pupils to use them
  - give written feedback that identifies for pupils how they can improve their work, and set aside time for them to act on this advice.

## Inspection judgements

### The achievement of pupils

is good

- Children start at the nursery or in the main school with skills and understanding that are well below those expected of their age. Because of good teaching and learning in the Early Years Foundation Stage, an increasing number are achieving the levels expected by the time they start Year 1.
- Pupils' attainment is average by the end of Year 2, representing good progress from their starting points. This has not always been the case in the past. Progress is still weaker in reading than in mathematics and writing. However, last year's Year 1 screening in phonics (letters and the sounds they make) show that pupils' results were broadly average.
- Pupils make good progress as they move through Key Stage 2. They reach average attainment by the end of Year 6, from low starting points when they joined Year 3.
- All different groups of pupils achieve well, including disabled pupils and those who have special educational needs, and pupils who join the school partway through their primary education. This is because well-trained staff help them with their learning in lessons and in small groups, making sure that work is matched to their particular needs.
- Pupils who are supported by the pupil premium make good progress. In 2012, their attainment in English and mathematics was about two terms behind their classmates. This year, evidence shows that this gap is now narrowing quickly. The governing body checks that pupil premium funding is used effectively to provide extra staff, and resources for the staff to give eligible pupils extra help and enrichment.
- There was a dip in attainment in 2012 because several higher-attaining pupils left the school during Key Stage 2 before taking national assessments. For those who did take national tests, their attainment represented good progress from their starting points. In mathematics and writing, pupils attain standards that are at least in line with the national average, and often better.
- Achievement in reading was the weakest element of the Year 6 results in 2012, and progress in reading required improvement. However, the school has introduced numerous ways of encouraging pupils to read more often and the school's current data shows that all year groups are on track to do better. However, attainment in reading still lags behind that in writing and mathematics.

### The quality of teaching

is good

- Consistently good teaching has led directly to pupils' good achievement. Teachers have good subject knowledge. They plan exciting lessons with good use of a wide range of resources.
- Relationships are very good because of sensitive and clear classroom management. This gives the pupils confidence and a love of learning.
- The school has been particularly successful in its focus on improved teaching of writing. Pupils' writing shows good progress in a wide range of different styles because they are given good opportunities to write longer pieces of work. In an exemplary Year 6 lesson, pupils were asked

to describe a landscape. They used the skills that they been taught in a highly effective way to complete the task successfully and made rapid gains in their learning.

- Teachers' planning is consistently of a good standard across the school. Work is well matched to the needs of most groups within classes. This helps to ensure that pupils in mixed-age classes are able to learn as well as others. The careful checking of what pupils already know or can do and of learning within a lesson ensures that pupils stay on task.
- Teaching assistants are professional in their approach and play an important role in supporting pupils' good achievement. This is because, through effective training, they have an improved understanding of the skills that pupils need, and are also involved in assessing pupils' progress. Inspectors observed teaching assistants providing very good support to pupils who are more able, and challenging them to make rapid improvements in their mathematical understanding.
- In the best lessons, resources, including interactive whiteboards and other written materials, are used well to support learning. These are often modified for different groups of pupils. This helps those who find learning harder, but also enables pupils to work independently. However, this is not the case in all lessons, and some pupils are over-reliant on the teacher.
- Marking often acknowledges what pupils have achieved, but does not clearly outline how pupils can improve their work. The helpful comments seen in some books, that show pupils how to improve their work, are not seen consistently throughout the school. Teachers sometimes pose questions through marking that do not appear to be responded to in writing by pupils.
- Pupils are not given enough opportunities to practise their reading skills in different situations and in different subjects.

### **The behaviour and safety of pupils** are outstanding

- Pupils have extremely good attitudes to learning. Behaviour around the school, in lessons and at break times, is outstanding and this makes an exceptional contribution to pupils' learning and personal development.
- Outstanding behaviour continues in the breakfast club, where pupils enjoy a variety of activities in preparation for their day ahead.
- Pupils say they feel extremely safe and well looked after, and parents agree. Pupils are made aware of how to stay safe in different situations during 'safety week', through talks by visitors to the school and in regular discussions in lessons. Pupils have an excellent understanding of what constitutes bullying. They say that bullying is rare but is dealt with swiftly. This was summed up by one pupil who said, 'There is nothing our teachers can't sort.'
- The school is exceptionally caring. Staff are excellent role models for pupils and, in response, pupils are friendly and polite. Pupils cooperate extremely well and take care of each other so that everyone gets on very amicably. 'Friendship stops' in the playground, 'dine-time' and 'big buddies' make sure that no-one is left out.
- Relentless work by the school has raised attendance levels to slightly below the national average, having been very low in the past. One pupil, typical of others, said, 'I love this school and can't wait to get here.'

- The highly effective guidance used to encourage pupils' regular attendance, together with the senior leaders' work with parents, ensures that attendance continues to rise. This has also improved punctuality, so that nearly all pupils now arrive at school on time.
- Pupils appreciate the rewards and recognition given for good attendance and for cooperative, helpful and kind behaviour.
- Pupils greatly enjoy taking on responsibilities. The school council plays an important role in helping to improve the school, as well as in organising events. The older pupils particularly appreciate that they are consulted about improvements in school life and that their ideas are listened to.

### **The leadership and management are good**

- The improvements that have taken place in teaching, writing and in behaviour, demonstrate that the school is well placed to continue improving. Leaders and managers, including the governing body, are very clear about the school's strengths and its priorities.
- The headteacher provides strong leadership. The school's relatively new assistant headteachers are enthusiastic, highly skilled and have a clear understanding of what the school needs to do to improve further. Along with the subject leaders, they have clear responsibilities and are increasingly driving improvements across a range of issues.
- Joint observations during the inspection confirmed the accuracy of the senior leadership team's professional understanding of the quality of teaching and learning.
- Performance management is effective, and focused well on ensuring pupils' continued progress. This is linked to professional development and a coaching approach to improve further the quality of teaching. However, the school's monitoring of the teaching of reading has not been as thorough as it has been with writing and mathematics, and improvements have been slower in this subject.
- The topics that pupils learn about are well organised so that pupils' skills are developed through making strong links between different subjects. A wide range of experiences are on offer, both inside and outside school. Pupils' spiritual, moral, social and cultural development is promoted well, including through links with other schools abroad. The school's values of care and support, valuing and including all pupils, and promoting their self-esteem, confidence and aspirations, ensures that there are equal opportunities for all.
- The local authority has provided appropriately light-touch support to this good school.
- **The governance of the school:**
  - The governing body has an accurate overview of the school's strengths and weaknesses and is committed to raising standards further.
  - The governing body works alongside senior leaders to gauge the impact of the school's improvement plan on raising pupils' achievement and also receives regular reports from school leaders to keep up to date.
  - Performance management systems are used effectively to determine movement along the salary scale for staff, including the headteacher, so staff are only rewarded for good performance.
  - Governors know how funds are spent, and know, for example, the impact the pupil premium has on pupils' achievement.

- The governing body is not always able to ask sufficiently searching questions of leaders, and provide additional challenge, because governors lack skills in analysing data on how well achievement at Glapton compares with that of other schools.

## 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

<b>Unique reference number</b>	122712
<b>Local authority</b>	Nottingham
<b>Inspection number</b>	412972

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

<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	318
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Debbie Perry
<b>Headteacher</b>	Ruth Ellis
<b>Date of previous school inspection</b>	19 January 2010
<b>Telephone number</b>	0115 9152936
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