

# Glebeland Community Primary School

Beccles Road, Toft Monks, Beccles, NR34 0EW

**Inspection dates** 26–27 September 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
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.

- Reading, writing and mathematics standards are above average because teaching is good and pupils almost always try hard.
- The proportion of pupils reaching higher than expected levels by the time they leave the school is increasing year-on-year.
- Standards in mathematics have improved since the last inspection.
- The school uses information about pupils' progress well to change the content of lessons so they do well.
- Because staff and pupils create a harmonious community, the school rightly enjoys a good reputation for enabling pupils with special educational needs, and those who find learning difficult, to settle and flourish.
- Pupils say, and parents agree, that they feel safe in school.
- Pupils say they enjoy the wide range of activities. For example, all pupils swim and about one-third learn a musical instrument.
- Parent support is very strong; every parent responding to the on-line survey would recommend the school. One said it offers children, 'support, challenge and community spirit.'
- Staff morale is high because everyone is a valued member of the team.
- Key to the school's current success has been the very good response to the last inspection, particularly the focus on improving the quality of learning and developing leadership.
- Head and senior teacher share with governors a very strong commitment to further improve teaching and raise standards.

### It is not yet an outstanding school because

- Some pupils are left with too little to do at the start of the lesson.
- Marking does not always show how work could be improved, nor are pupils sufficiently involved in their own assessment.
- Pupils do not have enough opportunities to use information and communication technology (ICT) to help them learn.

## Information about this inspection

- The inspector observed six lessons. The majority were joint observations with the headteacher or senior teacher.
- The inspector made other visits to classes, looked at pupils' workbooks and listened to a sample of pupils reading.
- The inspector held discussions with pupils, the headteacher, other staff, governors, parents and carers, an independent consultant and a representative of the local authority.
- The inspector took account of the 22 responses to the online questionnaire (Parent View). The inspector also spoke to a small number of parents. The responses to 12 staff questionnaires were also considered.
- The inspector 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; the school's view of its own performance; records of how the school uses its funding, especially how the money from pupil premium is spent; records relating to behaviour and attendance; and documents relating to safeguarding.

## Inspection team

Robert Greatrex, Lead inspector

Additional Inspector

# Full report

## Information about this school

- This is a smaller-than-average primary school.
- Almost all pupils are White British.
- A large proportion of pupils come from outside the school's catchment area, and many of these join and leave the school partway through their primary education.
- The proportion of pupils known to be eligible for the pupil premium (the extra government funding for children looked after by the local authority, known to be eligible for free school meals and other groups) is well below average.
- The proportion of pupils supported through school action is below average. The proportion of pupils supported through school action plus or with a statement of special educational needs is well above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- Since September 2013, two of the three classes are taught by new teachers.
- Pupils are taught in three mixed-age classes; Reception to Year 2, Year 3 and 4, and Year 5 and 6.

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

- Raise the quality of teaching and achievement to outstanding by:
  - checking that pupils make similarly good progress at the start of lessons as they do during the remainder.
  - ensuring marking always leaves pupils clear about what they have achieved and what they need to do to improve
- giving pupils regular opportunities to form their own views on how they are doing so they develop the ability to check the quality of their own work.
- Improve the leadership and management of ICT to better support pupils' learning by:
  - reviewing the current policy, particularly how ICT will be incorporated into learning
  - integrating ICT in other subjects and everyday learning more effectively so that pupils better understand its importance and relevance.

## Inspection judgements

### The achievement of pupils is good

- Year groups are relatively small and vary greatly from year-to-year in their range of skills and experiences. Even so, they settle quickly and make good progress. The youngest learn from the good example of those in the class older than themselves. Staff create a very positive atmosphere, finding frequent opportunities to praise children, who, as a result, flourish.
- From their very different starting points, the vast majority of pupils make good progress through the school. The pace of learning is good; pupils learn about three term's work in every two. By the end of Year 6, the vast majority of pupils with no known special educational needs reach or exceed the level expected by their age. In 2012, one third reached higher levels in reading, writing and mathematics. In 2013, that rose to two-fifths and in 2014 it is predicted to be two-thirds. This reflects the raised aspirations in the school.
- More-able pupils generally do well because they regularly receive more difficult tasks during the lesson. The school also informs parents well about their children's progress so home and school work closely together.
- The relatively high proportion of pupils who are disabled or have special educational needs also make good progress, although not all reach the level expected for their age. Their needs are equally clearly defined and, again, catered for well.
- Pupils' progress is checked regularly and, if necessary, changes made to subjects and teaching. For example, the screening of how letters link to the sounds they make (phonics) in 2012 was disappointing, so changes were made and explained to parents so they used the same methods at home. As a result, in 2013 results were much improved and above the national average.
- There are not enough pupils known to be eligible for free school meals to comment on their attainment without identifying them. Additional funding is spent effectively to give these pupils any extra support they need. Throughout the school, they do as well or better than their peers in reading, writing and mathematics.
- Pupils themselves play an important part in their success because they want to learn and so almost always try hard and persevere.
- About once every term, pupils discuss their progress with the headteacher. This is an excellent start. However, pupils do not yet fully understand what they need to do to reach the next level.
- Standards in many other subjects are good. All pupils learn a modern foreign language and have regular swimming lessons so they reach a good level.

### The quality of teaching is good

- Fundamental to everything that happens in the classrooms is the excellent relationships between staff and pupils, who want to please and so behave well.
- Staff plan individual or group tasks for their pupils that are at the right level and as a result, pupils learn well.

- Questioning is used effectively. In the eldest class, for example, the level of difficulty of each question is matched to the pupil the teacher asks. This ensures everyone has to think about their answer.
- Behaviour management is good. A very small number of pupils struggle to manage their behaviour, but staff know these pupils well. They often anticipate and avoid difficulty. When they do not, they skilfully enable the pupil to make the right choice.
- Whether helping individual pupils or a group, teaching assistants make a very positive contribution because they use a good range of techniques to help pupils.
- Teachers themselves use technology well to introduce and explain their teaching, and, as in a Year 3 and 4 class, to 'grab' pupils' interest at the start of an activity. Occasionally it is used effectively to support learning, such as when the youngest pupils practise subtraction sums. On other occasions, technology is not used by pupils routinely to clarify, extend and support their learning.
- Many lessons start with all pupils participating in the same introduction, which covers the work each group will go on to do. This can have the effect of confusing the youngest and least able, because they hear about work they will not do, and losing learning time for the most able.
- Pupils' attitudes are generally very good. They are proud of their work, and the advances they make in learning. They try hard and persevere, particularly when they are actively involved.
- Marking is variable because expectations are not consistent. Some leaves pupils unclear about what they have achieved and what they still need to improve. Opportunities for pupils to develop the skills to evaluate and so improve their own performance are not routinely part of lessons.
- Homework practises basic skills or offers pupils opportunities to express themselves. An enthusiastic response to a recent bridge-building challenge produced varied and ingenious models.

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

- Pupils behave well. They care for one another. Playtimes, for example, are very harmonious occasions when pupils share a favourite game or just sit and talk to special friends. In class, pupils enjoy working together. They share ideas and listen to one another respectfully. In the eldest class, 'team challenges' provide good lesson 'warm-ups' to start the learning.
- Pupils show great fondness for their school and are grateful for the wide range of experiences they receive, including regular visits to a local farm.
- Pupils are very confident that staff care for them. They are confident that the very few incidents of bullying and poor behaviour will be swiftly resolved by staff.
- Pupils understand about safety, including how to stay safe when using the internet.
- Pupils joining the school partway through their primary education quickly settle because they are made genuinely welcome by their peers.
- Spiritual, moral, social and cultural development is good. Pupils have a good understanding of

the lifestyles of pupils they link with from overseas, although they do not use technology to communicate with these schools.

- Attendance is average and pupils are generally punctual to school. Unusually for a small school, all pupils arrive by 'bus or car.
- Although from a relatively small school, pupils say they are confident to go to high school because they have been given opportunities to visit and be with pupils transferring from other schools, including a joint residential visit.

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

- School leaders and governors work closely together to drive the school forward. They mesh individual skills into an effective team, always challenging each other to do better. The headteacher recognises and encourages the strengths of others so they make an impact on the school's direction.
- Good quality training is the basis of most improvement, and linked closely to effective management of the performance of teachers. A member of staff is undertaking physical education training to better use additional primary sports funds to further enhance the subject. A clear plan is in place to enable two teachers new to the school to receive good induction, but key aspects of this school such as the challenges of teaching mixed-age classes, need higher priority.
- Aspiration is high. The school is increasingly challenging itself. Pupils reaching the nationally-expected standard is no longer seen as good enough. Rather, the school increasing measures itself by the proportion of pupils who exceed it, and go onto higher levels still.
- Because the school uses information about the progress pupils make so regularly and rigorously, changes to what is taught and how it is taught can be made quickly to maintain that good progress.
- Subject content is good and includes many opportunities for pupils to discover and extend their talents. A clear approach supports learning in nearly all subjects, but not in ICT.
- Glebeland is fully inclusive; equal opportunities for all are the basis of everything the school does. Whether taking part in a visit, or learning an instrument, all pupils enjoy similar experiences.
- Partnership with parents is good and improved over the recent past as the school correctly involves parents more. Parents regularly receive their children's levels so they can help them out of school.
- Partnership with other schools is good. Through the local cluster staff train together and share ideas to meet similar challenges. Pupils work and play with those they will meet at high school.
- The local authority supports the school well, particularly through good training opportunities and suggested links to other effective schools.
- **The governance of the school:**
  - Governors are very well organised with each member's expertise used effectively. Committees such as 'school improvement' show a clear focus on making the school better. Governors

have a very clear and accurate understanding of the quality of teaching through visits and reports. They use information well to question the school and share improvement ideas. They understand performance management and the importance of linking pay to pupils achievement. Finances, including additional funds such as pupil premium, are allocated carefully in a three-year budget so governors can predict and plan, particularly important with relatively small pupil numbers. Governors check national requirements are met, including safeguarding.

## 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>	121014
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	425276

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>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	67
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Lynsey Holzer
<b>Headteacher</b>	Alan Williams
<b>Date of previous school inspection</b>	8-9 December 2011
<b>Telephone number</b>	01502 677354
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