

# Glenfall Community Primary School

Glenfall Way, Charlton Kings, Cheltenham, GL52 6XZ

**Inspection dates** 13–14 February 2014

<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.

- This is now a much-improved school in all areas of its work. Leaders, staff and governors all contributed to this success.
- Pupils are achieving well. Standards are rising and pupils leave the school with standards in English and mathematics that are higher than average.
- Teaching is good, with some that is outstanding. The improved teaching is at the heart of the good progress current pupils are making.
- Pupils' attitudes to learning are positive and their behaviour is good.
- Leadership and management are good. Senior leaders and governors continue to build on the strong gains already made in the quality of teaching and pupils' achievement.
- The subject leaders are now more effective in leading their areas of responsibility, because they are better prepared for their roles.
- Pupils feel safe at school. Their attendance remains above the national average.
- Engagement with parents and carers is developing well. Most parents and carers appreciate that their children are well looked after and are happy at school.

### It is not yet an outstanding school because:

- There is not enough outstanding teaching to speed up pupils' progress further, particularly among a small number of pupils of average ability.
- Teachers' questioning to probe pupils' understanding as lessons progress is not always sharp enough. Some marking is not precise enough to help pupils improve their work.
- Pupils do not have enough regular opportunities to practise their mathematical skills in solving problems or in other subjects.
- The checks made by senior and subject leaders do not focus enough on the progress different groups of pupils make in lessons and in their written work. Leaders' analysis of data is not always well organised.

## Information about this inspection

- Inspectors observed 16 lessons or parts of lessons, two of which were jointly observed with the headteacher.
- Meetings were held with a randomly selected group of pupils, and with senior and middle leaders. The lead inspector spoke to a representative of the local authority by telephone. He also met the Chair of the Governing Body and vice chair.
- Inspectors looked at a wide range of documents, including the school’s records of current pupils’ progress, a summary of the school’s self-evaluation of its strengths and weaknesses, monitoring reports, the school’s most recent improvement plan, records relating to behaviour and attendance, and safeguarding arrangements.
- Inspectors took into account 69 responses to the online Parent View questionnaire and the findings of a survey the school commissioned nearly a year ago. Additionally, inspectors talked informally to 21 parents and carers as they brought their children to school on the second day of the inspection.
- Inspectors also considered 28 responses to the voluntary Ofsted questionnaire returned by staff.

## Inspection team

Krishan Sharma, Lead inspector

Additional Inspector

Alwyne Jolly

Additional Inspector

## Full report

### Information about this school

- This is smaller than the average-sized primary school. It has one full-time class of reception-age pupils.
- Most pupils are from White British backgrounds. A very small minority come from a wide range of minority ethnic backgrounds and a very few speak English as an additional language.
- The proportion of pupils supported by pupil premium funding is below average; often only a very small number of pupils are supported in each year group. This is extra funding provided by the government to support certain groups of pupils. In this school, it applies only to the pupils known to be eligible for free school meals.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average, as is the proportion supported at school action plus or with a statement of special educational needs.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in Year 6.
- There is a pre-school class and before- and after-school clubs on the school site. This provision is not managed by the governing body and was not part of this inspection.

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

- Increase the proportion of outstanding teaching so that pupils make rapid and sustained progress in all lessons by ensuring that teachers:
  - check and probe pupils' understanding through sharper questioning, particularly during the middle part of lessons, to quicken their learning
  - give precise guidance through their marking on how to improve, and check that pupils follow it in their subsequent work
  - set a more suitable level of challenge for the few pupils of average ability who could do better.
- Strengthen pupils' skills in mathematics across the school by:
  - developing their mathematical skills through other subjects
  - increasing opportunities for pupils to practise their calculation skills in solving practical and real-life problems more frequently.
- Ensure that senior and subject leaders:
  - focus more sharply on the progress different groups of pupils make during their observations of teaching and reviews of pupils' written work
  - fine-tune their organisation of performance data.

## Inspection judgements

### The achievement of pupils is good

- Pupils' achievement has continued to improve since the last inspection. It is now good and is a consistent feature across the school.
- Children in Reception develop their reading, writing and mathematics skills well. Most of them usually enter at levels that are typical for their age. At the end of Reception, they are well prepared for their entry into Year 1.
- The end-of-Year 6 results in 2013 mirror the improving picture. Attainment is rising across all subjects, including mathematics – a subject in which pupils recently performed less well. The trend is continuing. As a result, the current Year 6 are on track to achieve results that are higher than average. The current Year 5 pupils are similarly on track to show good results. An increasing proportion of pupils in the current Years 5 and 6 are making better than expected progress in English and mathematics from their starting points.
- Pupils' skills in reading are consistently strong across the school. In 2013, at the end of Year 1, a higher proportion than average achieved the expected standard in the phonics screening check. Pupils enjoy reading and leave for their secondary school as competent readers.
- Progress in writing is good. Pupils write for a range of purposes and can develop their ideas well. By Year 6, pupils demonstrate a good control over the use of vocabulary to achieve the best effect and are able to review their own work critically.
- Pupils' mathematical skills are improving. They enjoy handling numbers. In general, pupils' mathematical skills are not as consistently strong as their reading and writing skills. Often this is because they do not get enough opportunities to practise their calculation skills in other subjects or to frequently solve increasingly demanding mathematical problems.
- Most disabled pupils and those who have special educational needs make good progress. The additional support they receive is specifically targeted to meet their identified needs.
- The small number of pupils from minority ethnic backgrounds, including the very few who speak English as an additional language, achieve well.
- An increasing proportion of the most-able pupils now make more than expected progress in English and mathematics. In Year 6, the number of pupils working at or achieving the highest level (Level 6) is growing.
- The progress made by a few pupils of average ability is slower in some lessons when the work set is either too easy or too difficult.
- In the 2013 Year 6 tests, the number of pupils for whom the pupil premium provided support was too small to report on their relative attainment without identifying individual pupils. Senior leaders maintain a sharp overview of this group of pupils across the school. They are regularly given extra help through one-to-one and small-group activities to improve their skills in English and mathematics. The school's own analysis shows that currently their progress is similar to that of others in the school.

### The quality of teaching is good

- Teaching is now good and some of it is outstanding. Since the last inspection, the improving quality of teaching has been a key factor in securing higher standards and pupils' positive attitudes to learning.
- Typically, teachers plan activities that excite pupils to learn. At the start of lessons, their questioning is skilful and they use pupils' responses to pitch work that suits all groups of pupils. In general, this works well for most pupils, including the most able, but the work given is not always suitable enough for some pupils of average ability. As a result, they do not always make the best possible progress.
- As lessons progress, teachers check pupils' performance closely by observing them and by

questioning them in detail. In Reception, adults observe children at work and at play, and note their gains to plan the next steps in their learning. In the very best lessons, teachers use this opportunity to raise pupils' levels of interest and instil a love of learning. Their questioning is not always as probing during the middle part of the lessons as it is during the introduction to lessons. Consequently, they do not get a fuller picture of pupils' achievement and how well they understand the work in hand.

- Marking is conscientious. In the best examples, the guidance given is precise for pupils to follow and to improve their subsequent work. This is not a consistent picture across the school. At times, teachers do not check enough to ensure that pupils learn from mistakes pointed out to them.
- The teaching assistants often work with designated pupils. They get to know these pupils well and ensure that the extra help given to them meets their needs accurately.
- The teaching of writing is systematic. Pupils are given clear guidance on features that make their writing good, which helps pupils to become competent writers. The teaching of mathematics is improving. The in-house staff training and external support have contributed to teachers' growing confidence in teaching the subject. Senior and subject leaders acknowledge that there is still more work to do, particularly in promoting the use of their mathematical skills in other subjects and in solving real-life and practical problems.
- The support given to disabled pupils, those who have special educational needs and those for whom the pupil premium provides support is targeted well. Teachers and teaching assistants carefully tailor their teaching to meet their specific needs and ensure that they progress as well as their peers.

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

- Pupils' behaviour is good. They behave well in lessons and in and around the school. Staff, pupils and most parents and carers rightly believe that behaviour at school is good. A few parents and carers expressed some concern with behaviour in school, a view which the inspection evidence was not able to endorse.
- Attitudes to learning are consistently positive, because all adults consciously promote them well. Pupils want to learn and succeed in their lessons. Occasionally, some pupils lose concentration, especially when teaching does not hold their attention, but it rarely leads to disruption for others.
- Relationships are harmonious in Reception and the rest of the school. The teaching of personal, social and health education guides pupils' conduct well.
- The school's work to keep pupils safe and secure is good. Parents and carers think highly of the level of care shown for their children by adults in the school. Pupils say bullying is rare and it is dealt with promptly if it occurs. They understand that bullying can take different forms, such as name calling, cyber bullying or that which is prejudice based. Pupils feel safe at school and are aware of how to keep themselves and others safe.
- Attendance is above average. Senior leaders and governors remain alert to maintaining high levels of attendance and punctuality.

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

- Senior leaders' determined focus on raising standards and improving the quality of teaching, since the last inspection, has paid off. In securing these gains, the school has also demonstrated a good capacity to secure and sustain further improvement.
- Checks made by senior and subject leaders on teaching and learning are regular. Observation of teaching and reviews of pupils' written work are helpful in identifying effective features of teaching and pupils' learning. However, these checks do not focus enough on the progress different groups make and miss some weaknesses.

- Pupils' progress is regularly checked and analysed to maintain an overview of their performance in reading, writing and mathematics. This information enables senior leaders to allocate extra help for those pupils who have special educational needs and those who are supported by pupil premium funding. The current data show that both these groups are achieving well and the gap between them and others in the school continues to narrow. However, the school's management of pupils' progress data overall is not always well organised..
- The subject leaders play a much more productive role now than they did at the time of the last inspection. They are now better skilled and diligently lead developments in their areas of responsibility.
- The use of new primary school sports funding is increasing pupils' participation in a wider range of physical education activities. Increased participation in competitive local events is already evident, as is the use of external sport coaches to build teachers' expertise in the teaching of physical education. It is too early to judge the full impact of sports funding, but the school has made a clear start.
- Arrangements for managing the performance of teachers are rightly focused on linking decisions about teachers' pay to their classroom performance. Staff training in school and through local partnerships has been instrumental in raising the current quality of teaching.
- The range of subjects and other planned activities successfully develop pupils' basic skills and promote their personal development, including their attitudes to learning. An extensive range of enrichment activities and the basic curriculum contribute well to pupils' spiritual, moral, social and cultural development.
- Links with parents and carers are getting stronger. They attend a range of educational events which inform them about what the school provides for their children. Parents and carers are satisfied that their children are happy at school and are well looked after.
- The local authority's support has been worthwhile. It has worked with senior leaders to review the school's performance and has provided useful local links to strengthen its provision for mathematics.
- **The governance of the school:**
  - The governing body is well informed about the school's performance, including its quality of teaching and pupils' achievement. It maintains numerous direct contacts with the school, including visits to classrooms and meeting the subject leaders. The governing body is rigorous in monitoring the work of the school and holds senior leaders to account for the school's performance. It has a good handle on spending, including that of the pupil premium and primary schools sports funding. The governing body ensures that safeguarding arrangements meet current requirements. Governors fully understand the need to link teachers' pay to their performance in the classroom.

## 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>	115577
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	431080

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>	198
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Lisa James
<b>Headteacher</b>	Anthony Mitchell
<b>Date of previous school inspection</b>	25 April 2012
<b>Telephone number</b>	01242 234055
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