

# The William Gladstone Church of England Primary School

Holden Crescent, Newark, NG24 4HU

## Inspection dates

26–27 February 2014

Overall effectiveness	Previous inspection:	Not previously inspected
	This inspection:	<b>Requires improvement</b> <b>3</b>
Achievement of pupils		Requires improvement 3
Quality of teaching		Requires improvement 3
Behaviour and safety of pupils		Requires improvement 3
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

- Pupils' achievement is not good. From starting points which are well below expectations for their ages pupils reach standards, by the end of Year 6, which are average in reading but remain well below average in writing and mathematics.
- Teaching is not good because work is sometimes too easy for pupils, especially the more-able pupils.
- Teachers put helpful advice on pupils' work when they mark it, but teachers do not always check that pupils act on this advice.
- Behaviour is not good because some pupils, especially boys, do not always concentrate hard enough in lessons.
- Attendance, though improving, remains below average.
- Leaders and managers have put systems in place to improve many aspects of the school's work since it opened. These have begun to be effective but they have not had enough impact to secure good achievement, teaching or behaviour overall.

### The school has the following strengths

- Teachers have made a concerted effort to improve pupils' reading since the school opened and achievement in reading is now good.
- Additional funding is used well to ensure that pupils who receive it do not fall behind their classmates.
- The support for disabled pupils and those who have special educational needs, or who speak English as an additional language, is strong.
- The school is a calm and orderly community where teachers can teach and pupils can learn without disruption. Adults and pupils treat one another with respect.
- Leaders and managers at all levels, including the governing body, have a good understanding of the school's strengths and weaknesses. Their actions have already begun to be effective action in bringing about improvement.

## Information about this inspection

- Inspectors observed teaching in all classes. They observed 18 lessons, some of them jointly with the headteacher, and made brief visits to several more. They closely examined the work in pupils' books and listened to a sample of pupils read.
- Inspectors held discussions with pupils, parents and carers, staff, governors and an officer representing the local authority.
- Inspectors looked at a wide range of documents covering safeguarding and child protection, attendance, behaviour, pupils' progress and attainment, the work of the governing body, the school improvement plan, and the monitoring of teaching quality.
- They consulted the Parent View website, where 10 parents and carers had posted responses to the online questionnaire, and analysed 27 questionnaires completed by staff.

## Inspection team

Richard Marsden, Lead inspector	Additional Inspector
Graham Crerar	Additional Inspector
Margaret Eldridge-Mrotzek	Additional Inspector

## Full report

### Information about this school

- The school is larger than the average-size primary school.
- Most pupils are White British. The proportion from other ethnic groups is below average. The proportion who speak English as an additional language is also below average although this has risen steadily since the school opened.
- The proportion of pupils for whom the school receives the pupil premium is double the national average. This is additional government funding which in this school applies to pupils known to be eligible for free school meals or who are in local authority care.
- The proportion of disabled pupils and those who have special educational needs supported through school action is currently below average. The proportion supported at school action plus or with a statement of special education needs is average.
- The current headteacher has been in post since the school opened in September 2012.
- In 2013 the school did not meet the government's floor standards which set the minimum expectations for attainment and progress in English and mathematics.

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

- Raise achievement in English and mathematics by offering greater challenge to pupils, including the most able, so that all pupils meet the expected levels of progress and more of them reach National Curriculum levels 5 or 6 in English and mathematics by the end of Year 6.
- Improve teaching so that it is good or better at all times by making sure that teachers:
  - choose themes and topics which appeal to, inspire and enthuse all pupils, especially the boys
  - check that pupils always act on the advice they are given about how to improve their work.
- Strengthen leadership and management by ensuring that the procedures recently introduced are rigorously and systematically checked to make sure that they are effective in improving pupils' attendance, raising pupils' achievement and improving teaching.

An external review of governance should be undertaken to assess how this aspect of leadership and governance may be improved.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Most pupils joined the school, when it opened in 2012, with knowledge and skills in reading, writing and mathematics which were well below those expected for their age. Their progress requires improvement in writing and mathematics because at the end of Year 6 standards remained well below average in these subjects.
- In these subjects pupils do not always act upon the advice teachers give them when they mark their work, and pupils said that work was sometimes too easy for them. This slows progress.
- There is some inconsistency in the progress rates of boys and girls in different subjects and different classes. In general girls concentrate harder and make faster progress than boys.
- Some of the school's most-able pupils exceeded the nationally expected standards in English and mathematics, although the proportions doing so are lower than those found nationally. This is because these pupils are not always given hard enough work to do.
- By Summer 2013 pupils in Year 6 had made good progress in reading and reached average standards. Inspectors also saw examples of good progress in some writing and mathematics lessons. Pupils responded well because teachers explained the same thing in different ways and gave lots of examples to reinforce what they were putting across.
- The large proportion of pupils supported by the pupil premium achieve at least as well as other pupils. In 2013, at the end of Year 6, they were roughly one and a half terms ahead of other pupils in reading, half a term ahead in writing and two and a half terms ahead in mathematics.
- Disabled pupils and those who have special educational needs, as well as the growing number who speak English as an additional language, achieve in line with other pupils in reading, writing and mathematics. Carefully planned support means that these pupils make similar progress to their classmates.
- Standards in the national check on phonics (the sounds letters make) for Year 1 were below average in 2013. However, in the current Year 2 and Year 6 the most-able pupils show reading skills ahead of those normally found. They can read fluently and with good expression. Less-able pupils in these years read more hesitantly but they could show inspectors confidently what they have been taught to do when they meet a word they do not understand. Pupils say that they enjoy reading and that they read regularly.
- In the Early Year Foundation Stage children settle in well and make steady progress in all areas of learning. They respond well as the adults talk with them, seeking to develop their communication and numeracy skills and extend their understanding of the world.

### The quality of teaching

### requires improvement

- Teaching requires improvement because, over time, it has not been good enough to secure good achievement for pupils in writing and mathematics. However, during the inspection much of the teaching seen was good.
- Teachers' expectations of what pupils are capable of are generally high, but in some lessons

pupils, especially the most able, were given work that was too easy for them. Some, especially boys, lost concentration at times because the work did not inspire them or capture their interest.

- Teachers mark pupils' work regularly. They give lots of praise and encouragement which motivates pupils. They also give pupils tips on what to do next to improve. Most pupils say they find these comments very useful although some admit that they do not always follow the advice given. In pupils' books some teachers' comments had been ignored. Some, such as 'I cannot read your writing', were not helpful in showing pupils exactly how to improve.
- Where teaching is at its best, teachers' explanations are crystal clear, and teachers continually ask questions to check that all pupils are keeping up. They use computer technology, visual aids and practical tasks to make sure that pupils learn things thoroughly. They make sure that work is hard, but not too hard, so that pupils learn rapidly.
- Teaching assistants and adult volunteers provide valuable support to pupils who need extra help. They are well organised and well informed about what pupils can and cannot do. They work with pupils one-to-one or in small groups inside the classroom or close by. When the class teacher is talking to the whole class, they do not simply sit and wait but they take it upon themselves to make sure that no pupil is distracted or falls behind.
- Teaching in the Early Years Foundation Stage provides an appropriate balance of activities led by adults and activities chosen by the children themselves, some indoors, some outdoors, including the use of computers. Adults interact well with children, creating opportunities to develop their speaking, reading and writing skills and to develop their independence and confidence.

### **The behaviour and safety of pupils** requires improvement

- The behaviour of pupils requires improvement. Some pupils' attention wanders at times, particularly where the work is too easy or does not engage their interest sufficiently. Teachers sometimes need to remind individuals, more often boys than girls, of the need to concentrate on their work.
- Too many pupils, particularly in the older classes, do not attend school regularly enough. Attendance rates are below average overall. It has improved, however, since the school opened. In the younger classes, attendance is close to average.
- The school's work to keep pupils safe and secure is good. The school is a calm and well-ordered community. Although most pupils, and some parents, say there have been instances of bullying, they say that these have been well handled by staff. Pupils are well informed about bullying, including internet bullying and name-calling. They know how to avoid it.
- The needs of a small number of pupils with significant behaviour problems are well managed by the school. Staff have been given additional training in behaviour management and the school has appropriate support from outside agencies. Around the school most pupils are polite and show good attitudes to each other and to adults. Both boys and girls say that behaviour has improved greatly since the school opened.
- The school gives good support to pupils whose circumstances may make them vulnerable. Inspectors saw evidence of how this support has helped certain pupils to settle down and make the most of what the school offers, attending and making progress in line with their classmates.
- Pupils are proud to belong to this school and willingly take on jobs and responsibilities.

They serve, for example, as lunchtime helpers, librarians or on the school council. They help people less fortunate than themselves through charity fundraising.

- Pupils have a good appreciation of other cultures, backgrounds and beliefs. They have regular opportunities to reflect on life and the deeper aspects of human existence.

## **The leadership and management** requires improvement

- Leadership and management are not yet good because they have not yet secured good achievement or consistently good teaching over time, and attendance remains below average.
- Leaders and managers at all levels have an accurate view of the school's strengths and weaknesses. Since the school's opening they have put many new procedures in place to improve different aspects of the school's work.
- The headteacher, other leaders and all staff share high aspirations for all pupils. The quality of teaching is rigorously checked and staff are held to account for their performance. Teachers respond readily to opportunities to improve their skills. The school's links with one good and one outstanding schools, as well as support from the local authority, have enabled teachers to improve their work in the classroom, particularly in the teaching of reading. All teachers have ongoing targets for improvement.
- The school collects much information about pupils' achievement and attainment. Leaders use this carefully to make sure that if any pupil is falling behind, extra help is put in place and no-one 'slips through the net'. This has begun to raise pupils' achievement, particularly in reading. This is a demonstration of the leaders' capacity to improve the school further.
- Pupils benefit from a broad and balanced range of subjects. The school provides interesting opportunities for them to learn through first-hand experiences and visiting speakers. The Year 6 visit to the Holocaust Centre, for example, was a moving experience. There is a good range of out-of-school activities. These include different sports, music making, as well as gardening and Japanese. All are well attended. Year 2 and Year 6 pupils have residential visits where they enjoy adventurous outdoor activities which build confidence and teamwork.
- The school is using the new primary school sport funding to give all pupils more opportunities for physical education, to train staff so that a wider range of different sports can be offered, and to extend opportunities for the most talented pupils to develop their skills. Rigorous procedures are in place to check the success of these new developments.
- The school has done much to encourage parents and carers to engage with the school, including those who might be reluctant to do so, and those who speak little or no English. The family support worker's work is valuable in this regard. Special events, social as well as educational, for parents and carers get a good response.
- Leaders make sure that there is no discrimination of any kind and that all pupils, regardless of background or need, can play a full part in all that the school offers.

■ **The governance of the school:**

- The governing body is fully supportive of the school and its members are keen to see rapid and sustained improvement. They know the school well. They know how its performance relates to that of schools nationally. They can give examples of how they have challenged the headteacher in order to secure the best for pupils. Governors visit lessons, provide written reports and regularly discuss with staff areas for further improvement. They have valued the training and support provided by the local authority and the Diocese of Southwell and Nottingham. However, they realise that there is still some way to go before their work leads to good outcomes for pupils.
- Governors have a secure grasp of teachers' pay progression and the link between this and pupils' achievement. They know how the pupil premium funding is used and the impact this has had. They make sure that the school's procedures for safeguarding children and child protection fully meet requirements and that all children are kept safe.

## 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>	138146
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	430649

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>	Voluntary controlled
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	285
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Kim Stockton
<b>Headteacher</b>	Jackie Warren
<b>Date of previous school inspection</b>	n/a
<b>Telephone number</b>	01636 680284
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