

Glebe Junior School

Hamlet Lane, South Normanton, Alfreton, DE55 2JB

Inspection dates 25–26 March 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
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

- Not enough pupils make better than expected progress from their individual starting points and not a high enough proportion of the most able pupils achieve the high levels they are capable of.
- There is not enough good quality teaching to ensure that all pupils make consistently good progress over time, particularly in writing.
- Pupils do not have enough opportunities to use and apply their mathematical skills in real-life problem solving situations.
- Teachers' expectations are not always high enough, and work is not always hard enough for some pupils, especially the most able.
- Teachers' marking of pupils work in mathematics does not always show pupils how to improve their work and pupils are not given enough opportunities to respond to the marking of work in their books.
- Leaders' plans for improving pupils' skills and knowledge have not been fully implemented to ensure good progress in all year groups.
- Improvements introduced by the headteacher have not yet had sufficient time to secure consistently good teaching and so pupils do not yet achieve as well as they should in reading, writing and mathematics.

The school has the following strengths

- Pupils are now making better progress because teaching is improving.
- Behaviour and safety are good. Pupils' attendance is above average and they are eager and enthusiastic about their learning.
- Pupils' spiritual, social, moral and cultural development is good.
- The governing body has an accurate view of what the school needs to do to improve and is beginning to hold leaders more to account for the school's performance.
- Teachers and teaching assistants work closely as a team to and use a range of strategies to support those pupils in danger of falling behind.

Information about this inspection

- Inspectors observed 15 lessons or part lessons, three of which were carried out jointly with the headteacher.
- Inspectors heard some pupils read individually and groups of pupils in lessons.
- Meetings were held with the headteacher, teachers, a group of pupils, governors, several parents and a representative of the local authority.
- The inspectors observed the school's work and looked at documentation, including: the school improvement plan; records of monitoring and safeguarding; minutes of the governing body's meetings; the school's evaluation of its work; information on pupils' current progress and samples of pupils' work.
- The inspectors took account of 48 parent responses to the online questionnaire (Parent View). They also scrutinised the evidence gathered from the school's own parent questionnaire. They spoke to parents informally before school to gather their views. The inspectors also considered 25 staff questionnaires returned by members of staff.
- Inspectors observed the school breakfast club in operation.

Inspection team

David Edwards, Lead inspector	Additional Inspector
Helen Booth	Additional Inspector
Andrew Beckett	Additional Inspector

Full report

Information about this school

- This is a larger than average-sized junior school.
- The proportion of pupils known to be eligible for the pupil premium is slightly above the national average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.
- Almost all pupils are White-British in origin.
- The proportion of pupils supported through school action is above average as is the proportion of pupils at school action plus or with a statement of educational need.
- A breakfast club is provided by the school for pupils during term time.
- Since the previous inspection, the senior leadership team has been restructured with the appointment of a new deputy headteacher in January 2014 and there has been significant number of other changes of teaching staff.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The teacher in charge of physical education is the sports coordinator for several schools in the area.

What does the school need to do to improve further?

- Improve the quality of teaching to consistently good or better by ensuring that:
 - teachers raise their expectations of what all pupils can achieve and ensure pupils, including the most able, quickly settle to more demanding work.
 - work that is set is at the right level of challenge for all pupils, so that it is neither too easy or too hard.
 - the marking of pupils' work by teachers in mathematics always informs them about how well they are doing and what they need to do next to improve.
 - pupils always respond to teachers' marking of work and use the guidance given to improve their later work.
- Raise pupil achievement in English and mathematics so that more pupils make good and better progress by:
 - ensuring that every opportunity is taken to improve pupils' grammar and sentence construction skills.
 - creating more opportunities for pupils to use and apply their mathematical skills in real-life problems solving tasks.

Inspection judgements

The achievement of pupils requires improvement

- The school's own assessment of pupils indicates that they join the school having achieved average standards overall at Key Stage 1 but with skills in reading and mathematics better than in writing. In 2013 the standards achieved by year 6 pupils remained average. Therefore from their individual starting points pupils did not make good progress in reading, writing and mathematics and too few of the most-able pupils reached the high levels of which they are capable.
- The school's detailed system for checking how well pupils are doing shows that pupils' progress is improving. This is because the quality of teaching is getting better. Pupils are currently making at least the expected rate of progress across the school, whatever their starting point. This is confirmed by inspection evidence from lesson observations and work in pupils' books. The current Year 6 pupils are on course to achieve standards in line with those expected nationally, with more pupils making good progress than previously.
- Those who are most able make similar overall progress to that of their classmates. Many of these pupils are making expected progress, but not enough are doing better than this because the work set for them does not always challenge their thinking well enough. As a result they are not reaching the higher levels of which they are capable.
- Pupils make expected progress in reading. They say they read regularly and enjoy doing so. During a lesson on writing, pupils displayed their ability to use the reading skills of inference and deduction effectively to gather information about a particular character they were required to write about.
- There was clear evidence during the inspection that pupils' writing skills are improving. However, in some year groups, teachers have not paid enough attention to developing sentence structure and grammar until recently and this has held back pupils' progress.
- Disabled pupils and those who have special educational needs are supported by teaching assistants in lessons. They make expected progress from their starting points in line with their classmates.
- Pupils supported through the pupil premium make similar progress to that of other pupils in the school in all year groups. Extra funds from the pupil premium have been spent on one-to-one tuition, booster groups in English and mathematics and support for residential visits, clubs and activities. The attainment of these pupils in the 2013 national tests showed they were around a year behind their classmates in writing and mathematics and over two terms behind in reading in Year 6. Current information about pupils' attainment shows that this gap is beginning to close in all year groups.

The quality of teaching requires improvement

- Although the quality of teaching has improved in the last year and more of the teaching is now good, the improvement has not been sufficient to ensure that pupils make good progress.
- Teachers are assessing pupils' attainment more accurately and checks on pupils' progress are more rigorous. However, teachers do not always have high enough expectations of what pupils

can achieve, especially the most able pupils. Tasks given to pupils do not consistently offer them enough challenge.

- Sometimes activities are too hard for some pupils and too easy for others. For example, in a mathematics lesson on using data some pupils did not have a clear grasp of the mathematical terms used. They were, therefore, uncertain about how to proceed with the task.
- In a writing lesson pupils were developing their persuasive writing skills. They analysed holiday brochures to identify how holiday companies try to persuade holiday makers to book holidays with them. They were able to plan their own holiday brochure effectively using the key features and language of persuasive writing. The activity also promoted their reading skills. They were thoroughly engaged in their learning. They listened carefully to each other, respecting different ideas, which helped to develop their personal and social development. This practice is not yet consistent across all year groups.
- The teaching of reading, writing and mathematics is improving. Pupils have clear targets for improvement in all subjects. As a result they know what they are learning and are clear about their next steps in these areas. These are regularly reviewed and updated by teachers and new learning targets set.
- Teachers' marking of pupils' work is good in English. It carefully explains what pupils are doing well and what they need to do to improve. Pupils are given opportunities to judge the quality of their own work and that of their peers. This practice is not consistent across the school and in mathematics pupils are not being given opportunities to respond to teachers' comments when given.
- Teachers and teaching assistants work closely and effectively together and use a range of strategies to support the learning of pupils who are in danger of falling behind. Pupils who need extra help are supported within classes, or in individual or small group sessions. This includes pupils who are eligible for the pupil premium and those who are disabled or with special educational needs. As a result any gaps in achievement for these pupils are closing.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils have positive attitudes to learning. Almost all the pupils stay focused and continue to try hard, thus making the most of opportunities provided. They are proud of their school and want to do their best. It is not yet outstanding because their good learning behaviour is not yet leading to good or better progress in all year groups and subjects.
- The school's work to keep pupils safe and secure is good. Leaders ensure that entry to the school is secure and that staff are rigorously checked prior to appointment. Pupils say they feel safe in school and are overwhelmingly confident in school staff to deal with any concerns they may have. They report that bullying is not a problem in school, but if it did occur they are confident staff would deal with it quickly and effectively.
- Pupils' behaviour in the playgrounds and in the dining areas is good, and they wear their uniforms smartly and with pride.
- Pupils enjoy taking responsibility. They are proud of being school councillors and helping out as 'mini leaders' organising play opportunities at lunchtime.

- Pupils are keenly aware of the dangers they face in their everyday life and how to deal with them. These include the use of the internet and social networking sites; cyber bullying and the use of mobile phones.
- Staff are skilled at managing pupil behaviour. Relationships between staff and pupils are strong and pupils like their teachers. When pupils find school life difficult, they are given the support they need to help them to manage their behaviour successfully in lessons and on the playground.
- Pupils love the many rewards they can gain for their good work, effort and behaviour.
- Attendance is above average, reflecting pupils' enjoyment of coming to school and the good systems the school has in place for securing good attendance and punctuality.
- Exclusions of any kind are very rare as are incidents of poor behaviour. There are no recorded incidents of a racial nature.
- A daily breakfast club gives pupils a good start to the day and has contributed to improved punctuality. This facility together with the wide range of sporting activities, make a good contribution to pupils' personal well-being.

The leadership and management

requires improvement

- Leadership and management require improvement because the actions leaders are taking to improve the teaching and achievement for all pupils have not yet had enough impact on creating enough good teaching to raise pupil achievement to good.
- There has been a significant amount of instability and change in the teaching staff at all levels since the previous inspection. This has slowed down the improvements that senior leaders were seeking to make. The recent appointment of a new deputy headteacher has strengthened the leadership team and supported the implementation of the clear plan of what needs to be done to improve teaching and pupils' learning.. Clear actions for improving the quality of teaching to make sure that pupils' achievement becomes good or better across the school are now in place.
- Senior leaders and the governing body have now identified strengths and weaknesses in the quality of teaching and are improving its overall quality. Since the last inspection subject and team leaders are playing a greater part in checking and improving the quality of teaching in their subjects and year groups. However, some of the plans for improvement they have introduced have not yet had time to show full impact on raising standards and accelerating pupil progress.
- Pupils enjoy physical education and understand how to keep healthy. There is a high uptake of after-school clubs and the school has achieved great success in many local competitions. The primary school sport funding is used creatively to employ sports coaches to broaden pupils' understanding of physical education, health and well-being and to develop staff expertise.
- The teacher in charge of physical education uses his expertise as a sports coordinator to support other schools in developing the subject.
- Targets are set to help teachers focus on improving pupils' achievement and are linked to training and to teachers' salary progression.

- The school has reviewed its use of the pupil premium funding from the previous year and leaders and managers are using it effectively to further close gaps in attainment between those pupils eligible to receive it and other pupils in school. The information the school uses to track pupil progress shows clear evidence that the gap in attainment is closing.
- The school's curriculum provides pupils with interesting and enjoyable topics and lessons in which they can practise their literacy, numeracy and information and communication technology skills. Pupils particularly enjoy the outdoor learning activities on the school site which help them to develop a wide range of practical life skills. A range of visits, clubs, activities, responsibilities and special events contributes well to pupils' spiritual, moral, social and cultural development. The school is committed to equality of opportunity and to making sure that discrimination is not tolerated.
- The school has received useful support from the local authority. Professional training, individual coaching and support are beginning to improve the quality of teaching.
- **The governance of the school:**
 - Governors are increasingly well informed about what the school is doing well and what needs to be improved. They are passionate about the school and committed to supporting the social and emotional needs of pupils. They visit the school more regularly to gain first-hand experience of the work of the school. They know about the quality of teaching, how the school's performance management systems help to improve the quality of teaching and how any underperformance is tackled. Pay increases are only agreed where teachers' performance is good. Governors have a good understanding of the school's finances, understand how the pupil premium money is being spent and know that pupils' achievement is not yet good enough and requires more rigorous checking. They are keen to improve their skills, and many have undertaken further training. They have put an action plan into place to address some of the issues they recognise and are monitoring this plan. They ensure that safeguarding arrangements meet requirements. Governors are ambitious to improve the school, and show a growing capacity to hold leaders to account for the performance of the school.

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	112624
Local authority	Derbyshire
Inspection number	431697

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	385
Appropriate authority	The governing body
Chair	Walter Greensmith
Headteacher	Jan Seymour
Date of previous school inspection	25 October 2012
Telephone number	01773 811304
Email address	headteacher@glebe.derbyshire.sch.uk

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