

Glenmead Primary School

Glenmead Road, Birmingham, B44 8UQ

Inspection dates 8–9 May 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
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.

- There is clear evidence of improvement since the previous inspection, both in the quality of teaching and in pupils' achievement.
- Children receive an excellent start to their school life in the Early Years Foundation Stage.
- Teaching is good. Teachers are making much better use of the information they have on individual pupil's progress, so they are in a better position to ensure that all pupils are doing their best.
- Achievement is good and rising strongly. The rise has been fastest in reading. Pupils also make good progress in writing.
- Behaviour in and around school is good. This means that very little time is lost to learning in class and this helps pupils to make good progress. Most pupils and parents who offered a view say pupils are happy and safe at school.
- The headteacher is focused on school improvement and getting the best results for pupils. The leadership team each have clear roles and responsibilities for which they are held to account, focusing on getting the best possible results for pupils.
- Governance has improved strongly. Governors are now very well informed and therefore in a position to carry out their duties effectively. They hold the senior leadership thoroughly to account for their running of the school.
- School leaders support teachers in developing their skills and expertise, which not only helps them become more effective, but also helps the school meet its priorities for continuing improvement.

It is not yet an outstanding school because

- Pupils' achievement in mathematics is not yet as good as that in reading and writing.
- The progress of pupils who receive additional funding to help them improve their performance still lags behind that of other pupils.

Information about this inspection

- Inspectors observed a total of 16 lessons, four of them jointly with the headteacher. Shorter focused visits were made to classrooms to observe the teaching of phonics (the knowledge of letters and the sounds they make) and the support being given to individual pupils by teaching assistants.
- Inspectors held meetings with the headteacher, other school leaders and staff with specific responsibilities. Inspectors also met with the Chair of the Governing Body and other governors, and a representative of the local authority.
- Inspectors considered the views of parents from the 33 responses to the online Parent View questionnaire, from conversations with parents at the school and from two letters received.
- Meetings were held with two groups of pupils and conversations took place throughout the inspection in order to find out pupils' views.
- Staff views were gathered from the 31 questionnaires that were returned and from conversations held throughout the inspection.
- Inspectors looked at pupils' work while they were in lessons and undertook a more detailed analysis of samples of pupils' work from classes throughout the school. They also listened to groups of pupils reading and looked at case studies which focused on the progress of specific pupils.
- Inspectors considered a range of written evidence, including detailed information on the progress of pupils, teachers' planning and marking, the school's evaluation of its own performance and improvement planning, and a range of policies and procedures, including those for safeguarding.

Inspection team

Martyn Groucutt, Lead inspector	Additional Inspector
Michael Onyon	Additional Inspector
Suha Ahmad	Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school.
- The proportion of pupils who qualify for the pupil premium (extra government funding for pupils known to be entitled for free school meals or who are in the care of the local authority) is broadly average.
- The proportion of pupils from minority ethnic communities is in line with the national average, while the proportion who speak English as an additional language is below average.
- The proportion of disabled pupils and those with special educational needs who are supported through school action is below average, while the proportion supported at school action plus or with a statement of special educational needs is broadly average.
- The school meets the government's current floor standards, which represent the minimum expectations for progress and attainment in English and mathematics.
- Since the last inspection the governing body has been restructured. A new Chair of the Governing Body and a new vice-chair have been appointed.
- There is a before and after school club for pupils at the school but since it is not run by the school's governing body it did not form part of this inspection.

What does the school need to do to improve further?

- Improve the performance of pupils known to be eligible for free school meals in English and mathematics by ensuring that all staff focus on the types of individual help and learning programmes that have been shown to have the strongest impact.
- Raise achievement in mathematics by:
 - ensuring that all teachers and pupils are equally confident in learning through the new mathematics scheme that has been introduced
 - ensuring that training helps staff to teach the programme with maximum effectiveness
 - helping parents to understand the mathematics programme so they can best help their children at home.

Inspection judgements

The achievement of pupils is good

- The achievement of pupils has improved since the previous inspection. From their individual starting points, pupils make good progress overall.
- Children often start in the Reception class with levels of skills that are below, sometimes well below, those expected. They make an excellent start to school life and make good progress. When they start more formal learning in Year 1 they have caught up and their skills are in line with those generally found.
- This good progress continues right through school. By the end of Year 2 the school's current information shows most pupils' progress is meeting or exceeding expectations for their age. The proportion continues to grow through Key Stage 2. . By the end of Year 6 pupils have been well prepared to move on to secondary school.
- The progress of pupils from minority ethnic communities or who speak English as an additional language is good from their starting points and this reflects the school's commitment to creating equality of opportunity.
- Care is taken to ensure that the most able are being fully stretched and all are currently making better than expected progress in reading and writing, although fewer in mathematics. Links with the local secondary school, and its specialist staff and facilities, have supported provision for the most able, as have a series of events organised by the local group of primary schools to which Glenmead belongs.
- Disabled pupils and those with special educational needs do well because they are monitored and tracked very effectively. Good support sees them make good progress. This means that whenever possible pupils are removed from the special needs register once they have caught up. Some pupils with a range of complex of learning, emotional and medical needs are very well supported so that they are able to demonstrate effective learning and progress.
- Pupils who benefit from the pupil premium in reading, writing and mathematics still lag behind others. These gaps have reduced very significantly over the past three years, and continue to reduce. In 2013, these pupils were about a year behind their classmates in English and about eighteen months behind in mathematics. . The school is aware of this and has looked carefully at the impact of the different ways in which the pupil premium has been used. It is now focusing on those packages of support that have shown to be the most effective.
- By the end of Year 1 pupils reaching the expected level in the phonics screening are above those found nationally because phonics teaching quickly gets children ready to read. Reading progress has accelerated this year. Many pupils say how much they enjoy reading, with daily opportunities for reading in school and at home.
- In mathematics, although a majority make good progress, achievement has been lower. The school is aware of this and a new mathematics scheme started this year is already seeing improved outcomes.

The quality of teaching is good

- The quality of teaching has improved since the previous inspection. Teachers are now using the information they have on the progress of every pupil more effectively to ensure that all pupils can make good progress from their starting points. Teaching is usually good, with some that is outstanding. Very effective teaching in the Reception class gets children off to a confident start.
- Teaching assistants work effectively alongside their teachers, planning and assessing together. Often this supports pupils who need additional help, such as disabled pupils and those with special educational needs, and as a result they make good progress.
- Children do so well in Reception because there are high expectations and careful tracking of progress. The many opportunities for constructive play are coupled with an increasing focus on more formal learning as the year goes on. This includes good work in phonics and number work to help children prepare for work in Year 1.
- High expectations are seen throughout the school and teachers often encourage pupils through good questioning. This allows pupils to show their understanding but also encourages them to develop and explore ideas. Pupils respond very positively and in lessons there is a positive climate for learning which pupils enjoy and respond to very well.
- The regular, detailed marking includes advice on how work might be further improved. This means that pupils know how well they have done and what they need to do to improve. It helps them meet their challenging learning targets.
- Lessons are prepared and taught effectively, taking into account the range of ability in each class. This enables all pupils to develop their knowledge, understanding and learning skills across a range of subjects and topics. Reading, writing, communication and mathematics are taught effectively. However, not all teachers are confident in teaching the new mathematics scheme.
- For those pupils who receive additional help through the pupil premium a range of additional, individualised support is provided. Teachers recognise that this work has had only limited effect. The school is now beginning to focus on those programmes that have been shown to have made the most impact.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. In lessons this means that very little time is lost to learning as a result of poor behaviour. They are prompt to lessons and settle quickly because they enjoy their learning. They gain very good habits from the start, when they join the Reception class. Pupils also get on extremely well around the school, with each other and with staff, realising the value of sharing and collaboration.
- Some pupils join the school with challenging behaviour as a result of wider learning, emotional or medical needs. The very carefully applied behaviour policy helps these pupils to take greater responsibility for their actions over time. The school has also used additional funding, including the pupil premium, to provide help. Examples include nurture support and play therapy, while the family support worker supports pupils and their wider families. Parents say how successful such support is in helping their children to make progress.
- Attendance is average. The school works to engage with the parents of the few pupils who are frequently absent. Since the appointment of the family support worker this work has met with

increasing success.

- The school's work to keep pupils safe and secure is good. Most parents believe the school is safe and that incidents are dealt with effectively. Pupils certainly believe they are safe and they talk confidently about keeping themselves safe in various situations. This includes the safe use of the internet, with e-safety being taught in lessons.
- A check of records and discussion with pupils and parents confirmed that bullying is dealt with well, although a few parents in the questionnaire responses disagreed. Pupils say that because they get on so well together bullying is not an issue. When incidents occur in school they say they are dealt with quickly and effectively, and that they have a member of staff in whom they can confide if they are worried or concerned about anything. Pupils understand the different types of bullying, including cyber-bullying, because the topic is well taught in specific lessons.

The leadership and management are good

- The school's leadership has played a critical part in driving the improvement seen since the previous inspection. The headteacher has a clear focus on raising standards and seeking to develop an outstanding school. In this she is very well supported by all members of the leadership team.
- Each member of staff has a very clear job description and is held to account for the ways in which they carry out their roles, all of which are focused on raising standards. This is reinforced through the modelling of good practice shown by all leaders. Senior leaders are able to focus on whole school improvement, while the effective leaders of the key subjects focus on the ways in which their subjects are taught. They monitor, demonstrate and give support through training sessions. The head of mathematics, for example has led the introduction of a new scheme which has immediately started to deal with the comparative weakness in the subject.
- Effective monitoring of classroom practice, planning and marking supports the management of the performance of teachers and teaching assistants. Staff have clear annual performance objectives which are supported by good opportunities for professional development. Teachers know that future pay awards will be dependent on their good performance.
- The school is effective in evaluating its strengths and areas for development, which focus on raising standards. The effectiveness targets for staff seek to balance the needs of the school together with their own professional needs, to the benefit of both.
- Subjects and topics taught in lessons support the learning of all pupils irrespective of their starting points or academic ability, including those who receive the pupil premium. Learning is also well supported through a range of trips and visits. For example, the youngest pupils visit a farm, while for older pupils, trips to places of worship support good understanding of other faiths and beliefs. These are just two examples of the strong provision of promoting spiritual, moral, social and cultural development.
- The new primary sport fund is being used well to support the professional development of teachers and give them greater confidence through working with professional coaches. It is also providing more opportunities for active participation in a range of sporting activities. This is making a positive impact on encouraging healthy lifestyles and better physical wellbeing.
- Links with parents include opportunities to come into school for workshops that help them support their children's learning at home. Plans for a workshop to help them understand the new

mathematics programme are being developed. Inter-agency working in the area of child protection is effective and promotes the safety of pupils very well.

- The local authority provides good support. It has helped the school to develop and implement an action plan successfully which lies behind the improvement evident. It has also supported the effective training of the governing body, helping it to become much more effective.

■ **The governance of the school:**

- Changes to the composition of the governing body since the last inspection have been accompanied by other changes of personnel and structure that have made governance more robust and effective. All legal responsibilities, including those for safeguarding and for ensuring there is no discrimination, are carried out thoroughly. A good understanding of what is happening in classrooms has developed through links between specific governors and key subject leaders, who also monitor classrooms. Governors have received training in understanding the school's performance data and compare their school's performance with that of others. They hold senior leaders to account for standards attained and the school's wider effectiveness. They undertake careful financial monitoring. They know how pupil premium money is allocated and the effectiveness of different types of support. Challenging annual targets are set for the headteacher. Governors have introduced a policy fully in line with the requirement to tie teachers' pay with their performance.

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	103320
Local authority	Birmingham
Inspection number	442522

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	388
Appropriate authority	The governing body
Chair	Jenny Markey
Headteacher	Hilary Allan
Date of previous school inspection	12 December 2012
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