

Glebelands Primary School

Farriers Gate, Chatteris, PE16 6EZ

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.

- From low starting points on entry to the school, pupils in Year 6 have achieved well to reach broadly average standards in reading and mathematics. Progress across other years at Key Stages 1 and 2 is good.
- Children in the Early Years Foundation Stage make good progress in language and communication, in personal, social and emotional development and in their physical development.
- The quality of teaching is good and teachers plan their lessons well.
- Pupils' good behaviour and positive attitudes to learning make a good contribution to their progress. Pupils feel safe in school.
- The school does a great deal to support pupils who need particular help with their social and emotional development and works very closely with their families.
- The headteacher, senior leaders and managers have been highly focused in improving the quality of teaching and raising pupils' achievement. As a result, the school has made good improvement since the previous inspection.
- The governing body is knowledgeable about the school. Its members challenge leaders and make a good contribution to school development.

It is not yet an outstanding school because

- The attainment of children in writing is low at end of the Reception Year, and the school does not have a clear system in the Early Years Foundation Stage for regularly tracking their progress.
- Pupils reach higher standards in reading and mathematics by the end of Year 6 than in writing.
- Just occasionally, teachers do not make sure that all pupils have work that challenges them throughout the lesson, including the most-able pupils. They do not always push pupils to give detailed spoken answers, or to put into practice the advice given in marking.

Information about this inspection

- The inspection team visited 28 lessons; five were observed jointly with the headteacher. The team also observed an assembly, lunchtime arrangements and listened to some pupils reading.
- Meetings were held with the headteacher, the two assistant headteachers, an Early Years Foundation Stage teacher, the literacy leader, the Chair of the Governing Body and two other governors, and with a group of pupils. A telephone discussion took place with a representative of the local authority.
- The inspection team took into account the 61 responses to the online questionnaire (Parent View), letters from a small number of parents and 42 completed staff questionnaires.
- The team looked at the school's work and at documentation, including leaders' evaluation of the school's effectiveness, the school development plan, information relating to safeguarding, records of pupils' attainment and progress, a sample of pupils' books and learning journals (which contain examples of work by children in the Early Years Foundation Stage).

Inspection team

Margaret Goodchild, Lead inspector	Additional Inspector
Rachel Garrett	Additional Inspector
Ken Parry	Additional Inspector

Full report

Information about this school

- This is a larger than average-sized primary school and numbers have increased since the previous inspection. A significant number of pupils join the school during Key Stages 1 and 2.
- The proportion of disabled pupils and those who have special educational needs supported at school action is above average. The proportion of pupils supported at school action plus or with a statement of special educational needs is average.
- Most pupils are from White British backgrounds. The proportion of pupils of minority ethnic heritage is below average and only a few pupils speak English as an additional language.
- The proportion of pupils for whom the school receives the pupil premium is broadly average. (This is additional funding for pupils known to be eligible for free school meals and those who are looked after by the local authority.)
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The Early Years Foundation Stage leader left at the end of the last academic year and the school has new leadership arrangements in place to cover this role.

What does the school need to do to improve further?

- Raise achievement in the Early Years Foundation Stage and at Key Stages 1 and 2 by:
 - making sure that children in the Reception Year have more opportunities to develop their writing skills
 - introducing a clearer system for regularly tracking the progress of children in the Early Years Foundation Stage
 - raising standards in writing so that they are at least average by the end of Year 6.
- Increase the amount of outstanding teaching by:
 - checking that teachers always give pupils tasks that keep them working hard throughout each lesson, including the most-able pupils or those who finish early
 - always pushing pupils to answer teachers' questions in as much detail as possible
 - ensuring that pupils put into practice the advice teachers provide in their marking.

Inspection judgements

The achievement of pupils is good

- Children join the Early Years Foundation Stage with attainment that is low compared with expectations for their age and pupils make good progress to reach broadly average standards in reading and mathematics by the end of Year 6. Achievement has improved since the previous inspection and many pupils currently in the school are making rapid progress.
- Children's communication, language and literacy skills are particularly limited when they start school. The attainment of many of the pupils who join the school during Key Stages 1 and 2 is below average, and these pupils often need extra help with their learning although they settle in quickly and make similar progress to their classmates.
- Children make good progress in the Early Years Foundation Stage in developing their language and communication skills, in their personal, social and emotional development and in their physical development. Most children make good progress in learning about phonics (the sounds that letters make), though they make less progress in applying this knowledge in writing. While children are making better progress than they were in reading, attainment in reading and writing was low for those who moved up to Year 1 in 2013.
- Standards last year at the end of Year 2 were broadly average in reading, writing and mathematics, reflecting the good progress pupils made at Key Stage 1. The current year group has more pupils with additional learning needs and attainment at the end of the key stage is expected to be slightly lower this year. Nevertheless, these pupils have still made good progress at Key Stage 1 from their low starting points.
- Pupils currently in Year 6 have made good progress across Key Stage 2 and the school's results are set to improve this year. Information about pupils' attainment shows that pupils are working in line the national average in reading and mathematics though their attainment remains below average in writing.
- Disabled pupils and those who have special educational needs make good progress as their needs are identified at the earliest opportunity and they receive good support from teaching assistants. The school has a good range of support programmes in place to assist those who find learning difficult.
- In 2013, the most-able pupils in Year 6 made the expected amount of progress in reading and mathematics but less progress in writing. An increase in the level of challenge for all pupils means that the most able now make good progress in nearly all lessons. Just occasionally, they spend time completing work that is too easy for them before moving on to more difficult tasks.
- At the end of Year 6, pupils known to be eligible for the pupil premium were a term ahead of their classmates in mathematics in 2013, around two terms behind in reading and one and a half terms behind in writing. Nevertheless, they made better progress than the rest of their class in mathematics and writing and similar progress in reading. Pupils for whom the school receives the pupil premium are well supported and make good progress throughout the school.
- Work in pupils' books shows that they are working broadly in line with national expectations in a range of subjects and their writing skills are developing well through topic work as well as in English lessons. Pupils make particularly good progress in music throughout the school and produce some attractive artwork.

- Pupils usually make good progress in lessons, including pupils of minority ethnic heritage and those who speak English as an additional language. Occasionally, a few pupils finish their work early and do not have anything to do which slows their progress.

The quality of teaching is good

- The quality of teaching has improved since the previous inspection and is mostly good, including in English and mathematics, with a small amount that is outstanding. Lessons are planned in detail and activities usually provide a good level of challenge to enable all pupils to do well.
- Teachers have suitably high expectations for pupils' work and behaviour, and good subject knowledge. They usually explain tasks clearly and check throughout the lesson to make sure pupils are succeeding with their tasks. Lessons are a hive of purposeful activity and pupils produce a good amount of work.
- In mathematics, teachers pay careful attention to teaching mathematical vocabulary and check that pupils understand what this means in terms of the calculations they need to do. Teachers normally provide pupils with practical equipment to support their learning and this, together with valuable help from teaching assistants, is particularly helpful to disabled pupils and those who have special educational needs.
- In English and mathematics, pupils make the most progress when teachers ask probing questions that push them to think deeply. In a mathematics lesson at Key Stage 2, a mixed-age group of pupils came to an understanding about how to multiply fractions as a result of the teacher pushing them to work out for themselves how the calculation might be done.
- In an outstanding literacy lesson in Year 2, the teacher asked highly challenging questions to get pupils to judge the quality of their own and others' writing and to assess how far they had come in meeting their individual targets.
- Teaching in the Early Years Foundation Stage is good in most areas of learning. Staff provide a good range of learning activities which ensure that children are purposefully engaged and the indoor area in particular is well resourced. Staff pay particular attention to developing children's communication and language skills, to their personal development and to increasing their physical co-ordination.
- An outstanding language support session in the Early Years Foundation Stage introduced a group of children with very limited vocabulary to the words for different items in the school uniform and their fastenings. Planning for the session drew on a thorough assessment of children's needs and it enabled them to make excellent progress in their language and communication. However, children do not always have as many opportunities as they should in the Early Years Foundation Stage to develop their writing skills.
- At Key Stages 1 and 2, teachers make sure that pupils have their targets readily available and provide a good amount of guidance in their marking. They do not, however, make sure that pupils take notice of this by doing corrections or putting advice into practice in later pieces of work. Just occasionally, teachers do not make sure that all pupils have challenging work to keep them learning at a rapid rate throughout the lesson.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. They move around the school in an orderly manner and play well together at break times. When pupils come together, for instance, for assembly, their good behaviour supports their spiritual, moral, social and cultural development well.
- In lessons, pupils are focused and engaged in their learning. They listen and concentrate, try hard and work well together. They have positive attitudes to learning and enjoy school. Pupils have good manners and show respect for one another and for adults. They enjoy warm relationships with their teachers and teaching assistants.
- Teachers manage behaviour well and make sure pupils work in a calm, focused atmosphere. Staff quickly remind pupils of their expectations so that any slight loss of attention is not allowed to disrupt others' learning. Pupils have a clear understanding of the school's procedures for dealing with any inappropriate behaviour and appreciate the rewards for those who behave well.
- The school's work to keep pupils safe and secure is good. Pupils feel safe in school and say there are always adults available to help them. They understand the importance of staying safe when using computers and say that learning to ride their bicycles safely has helped to keep them from danger on the roads. Pupils know about different types of bullying and say that there is some bullying in school but that staff take action quickly if it occurs. Records support this view and suggest that the school's systems are effective.
- The school works very closely with a range of other agencies in supporting pupils with behavioural, emotional and social difficulties. It also works in close partnership with the families of pupils who need extra help. It has effective systems for assessing and supporting pupils who join during Key Stages 1 and 2.
- The attendance rate is average. Most pupils attend school regularly and leaders have effective systems in place to tackle any persistent absence.

The leadership and management are good

- The headteacher and senior leaders have done a great deal to improve the school's effectiveness, increasing the rigour with which they set targets for pupils and check on their progress. Improvement on the issues identified at the previous inspection has been good and the school is well placed to improve further. There is a strong focus among all the staff on raising pupils' achievement and making sure that behaviour is good.
- Senior leaders carry out thorough checks on teaching and learning. They use the resulting information to provide teachers with detailed guidance on how to improve their teaching, and opportunities for staff training are good. The school is outward looking in seeking ways of improving its practice, for example, to get ideas on how to develop pupils' writing.
- The headteacher is well supported by staff with key responsibilities, especially by the two assistant headteachers and the English subject leader. They have clear roles and a good awareness of what the school needs to do to develop further. There has been a recent change in the leadership arrangements in the Early Years Foundation Stage and this aspect of leadership is developing.
- The collection and analysis of data are strengths at Key Stages 1 and 2. This helps to ensure that pupils receive equal opportunities and that there is no discrimination. However, there is not

a clear enough system for regularly tracking children's progress in the Early Years Foundation Stage which means that leaders cannot easily identify any gaps or patterns in children's attainment.

- The range of learning opportunities enables pupils to make good progress academically and in their spiritual, moral, social and cultural development. A particular strength is the way the school provides pupils with direct experiences to expand their horizons. Educational visits and visitors into school contribute to pupils' learning. There are good links between subjects and some imaginative after-school clubs.
- The school is making good use of its primary school sport funding to raise pupils' achievement, increase their participation in sport and promote their health and well-being. Sport funding is also contributing to the development of teachers' skills. The school meets with a good level of success in competitive sport and most pupils in Years 5 and 6 are now able to swim the nationally recommended length through having additional lessons.
- The local authority has an accurate view of the school's effectiveness. It has supported the school by advising on improvement planning, conducting joint observation of lessons and contributing to judgements about pupils' achievement. Staff and governors have benefited from training to increase their leadership skills.
- **The governance of the school:**
 - Since the previous inspection, the governing body has strengthened the contribution it makes to school improvement and now provides greater challenge to senior leaders. Key governors have an in-depth understanding of data and the governing body looks at progress data every term for each year group. Governors make sure that pupil premium funding is spent appropriately and check on the effect it is having. Members are well informed about the quality of teaching; they make sure that teachers' salaries reflect their effectiveness and that any underperformance is tackled rigorously. Governors carry out focused visits to the school to check on aspects of its work and ensure that statutory requirements are met, including those for safeguarding pupils.

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	110777
Local authority	Cambridgeshire
Inspection number	441990

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

Type of school	Primary
School category	Maintained
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	389
Appropriate authority	The governing body
Chair	Godfrey Smith
Headteacher	Lisa Sharratt
Date of previous school inspection	20 February 2013
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