

William Gladstone Church of England Primary School

Holden Crescent, Newark NG24 4HU

Inspection dates

4–5 May 2016

Overall effectiveness

Inadequate

Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Inadequate
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Inadequate
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is an inadequate school

- Since the previous inspection, leaders have not done enough to remedy the areas for improvement that inspectors identified.
- Pupils’ achievement in mathematics is too low, particularly in key stage 2.
- From their frequently low starting points, too few pupils make rapid enough progress in developing their reading, writing and mathematical skills across all subjects, particularly in key stage 2.
- The progress of disadvantaged pupils across the school is inconsistent. In some years, disadvantaged pupils are falling further behind, particularly in mathematics.
- Too few of the most able pupils make the progress they should because they are not given work that is challenging enough.
- Boys do not achieve well enough.
- The quality of teaching is inconsistent. Teachers’ expectations of pupils are not high enough, particularly in key stage 2.
- Senior leaders’ work to improve the quality of teaching has had limited impact on pupils’ achievement in key stage 2.
- Senior leaders do not use their systems for tracking pupils’ progress precisely enough to identify and then remedy variations in the quality of teaching.
- Overall absence remains stubbornly high, and above national levels.
- Governors have not challenged senior leaders effectively enough to improve the quality of education that the school provides.

The school has the following strengths

- The proportions of pupils who make rapid progress in reading, writing and mathematics in key stage 1 are now increasing.
- The school provides a wide range of opportunities for pupils to develop spiritual, moral, social and cultural understanding and to deepen their appreciation of the need to live healthy lifestyles.
- Pupils behave well in the school. Their relationships with members of staff are strong.
- Leaders’ and governors’ procedures for keeping pupils safe are thorough and wide-ranging.
- In the early years, a stronger focus on improving the quality of teaching and close monitoring of children’s progress has resulted in increased proportions of children making rapid progress in their learning.

Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

What does the school need to do to improve further?

- Improve the effectiveness of leadership and management at all levels, by:
 - using the school's system for monitoring pupils' progress more effectively to improve the quality of teaching and raise the outcomes of all groups of pupils, particularly in key stage 2
 - embedding in key stage 2 those improvement strategies that have raised the quality of teaching and pupils' achievement in the early years and in key stage 1
 - ensuring that leaders use the additional funding to support the progress of disadvantaged pupils in key stage 2 more effectively, to secure rapid improvement in these pupils' skills
 - refining the management of teachers' performance to ensure that targets focus specifically on raising pupils' achievement
 - evaluating the support from other educational organisations to ensure that it is effective.
- Improve pupils' achievement, particularly in key stage 2, by improving the quality of teaching, learning and assessment, through:
 - raising teachers' expectations of pupils, particularly in the quantity and quality of work that pupils produce
 - equipping teachers with the skills necessary to stretch and challenge pupils of all abilities, especially the most able pupils
 - equipping teachers with the strategies to raise the achievement of boys
 - enabling teachers to share best practice, particularly between those key stage 2 teachers who teach separate classes in the same year group
 - ensuring that all pupils develop their English and mathematical skills across the curriculum.
- Rapidly improve the quality of teaching and pupils' performance in mathematics, particularly in key stage 2.
- Further develop strategies to improve the attendance of all pupils across the school, so that the overall attendance of all pupils and those who are disadvantaged is in line with their respective national levels.

Inspection judgements

Effectiveness of leadership and management

is inadequate

- Senior leaders have taken insufficient action to remedy those areas for improvement that inspectors identified at the previous inspection. Senior leaders' actions have not had the necessary and sustained positive impact on pupils' outcomes, particularly at key stage 2. In Years 3, 4 and 5, too few pupils make rapid enough progress to ensure that they catch up where previously they have fallen behind. This is particularly the case in mathematics, where the proportion of pupils who make at least the progress expected of them is low.
- The strategies that senior leaders have introduced to support disadvantaged pupils through the pupil premium have not enabled these pupils to make the progress they should, particularly in mathematics in key stage 2. Their progress in mathematics is inconsistent. Some pupils are falling further behind from their already low starting points. Senior leaders commissioned an external review of their use of the pupil premium and have recently received the findings. However, it is too early to measure the impact of the review's recommendations on disadvantaged pupils' outcomes.
- Senior leaders have not used their knowledge about pupils' variable rates of progress to support their evaluations of the quality of teaching. Consequently, they have not done enough to remedy inconsistencies in teaching within the same year groups. Because of this, pupils' progress across the school is inconsistent, including within the same year groups in key stage 2.
- Senior leaders do not provide sufficient opportunities for teachers to share the best practice, particularly in key stage 2.
- The support that external organisations have provided to the school has not made enough difference to the quality of teaching and pupils' achievement. Senior leaders have now begun to work with alternative external organisations. However, it is too early to measure the impact of this work, particularly on pupils' outcomes.
- Senior leaders and governors increasingly use the management of teachers' performance to hold teachers to account for the quality of their teaching, particularly in relation to pupils' outcomes. However, this is currently having limited impact upon pupils' outcomes, particularly in key stage 2.
- The impact of senior and subject leaders' initiatives to improve the quality of teaching and pupils' achievement has been variable. These initiatives have seen an improvement in the quality of teaching in key stage 1. Consequently, pupils' outcomes in this key stage are now beginning to improve. However, leaders' work to improve the quality of teaching in key stage 2 has had limited impact on pupils' achievement and has not secured the sustained progress needed.
- The curriculum is designed well and provides pupils with opportunities to develop their English and mathematical skills through the completion of topic-based work. However, leaders' monitoring of how teachers implement this curriculum has not been sufficiently effective. Consequently, pupils' development of their English and mathematical skills through their study of a variety of topics has been inconsistent, particularly in key stage 2.
- Pupils are able to take advantage of a wide range of opportunities to develop their spiritual, moral, social and cultural understanding effectively. Trips to the Holocaust Memorial Centre and the local synagogue enable pupils to develop their understanding of other religions and cultures. Visits to the theatre, and the school's provision of music lessons, reinforce pupils' cultural appreciation. Leaders use assemblies well to reinforce pupils' understanding of fundamental British values.
- Strong leadership in the early years has ensured that there is now greater tracking of children's progress across the areas of learning. The early years leader is able to identify those children who are not making rapid enough progress and is able to provide appropriate support. Consequently, almost all children are making rapid progress across each of the areas of learning. However, a small minority of disadvantaged children are not making rapid enough progress across all areas of learning.
- Senior leaders have used the sports premium well to promote sport among pupils. Consequently, pupils have been able to deepen their appreciation of the need to live healthy lifestyles.
- Senior leaders should not appoint any newly qualified teachers.

■ The governance of the school

- Members of the governing body have an increasingly accurate view of the strengths and weaknesses of the school's provision. However, they have not provided sufficient challenge to senior leaders to ensure that there has been the necessary improvement to the quality of teaching and pupils' achievement.
- Governors have begun to insist that senior leaders evaluate the impact of the strategies they have undertaken to improve the school, so they can focus on those that are more successful. However, it is too early to measure the impact of the increased challenge that governors are providing to senior leaders.
- Governors have a secure understanding of their safeguarding responsibilities. They are aware of the actions they must take where there is a safeguarding concern. They work closely with senior leaders to ensure that the school's safeguarding procedures are thorough and wide-ranging.
- The arrangements for safeguarding are effective. Senior leaders are rigorous in their approach to safeguarding and work closely with other agencies to follow up any safeguarding concerns they may have. They have a secure understanding of the key issues in the local community that affect their pupils. Senior leaders work well with local agencies, including the police, to ensure that they deal with any such issues promptly. In doing so, they support their pupils effectively. Senior leaders keep comprehensive records relating to pupils' welfare. These enable senior leaders to act swiftly in supporting pupils.
- All staff regularly receive child protection training. This training ensures that staff know how to identify the signs of possible abuse or behaviours associated with extremism and radicalisation. All staff understand their responsibility to report any concerns they may have relating to a pupil's welfare. This includes their understanding of the actions they should take where they are concerned about the conduct of an adult towards a pupil.

Quality of teaching, learning and assessment

is inadequate

- The quality of teaching is inadequate, as teaching over time has not secured consistent progress by pupils across all classes and year groups, particularly in key stage 2. Within this key stage, there is a difference in the quality of teaching that pupils receive across the different year groups, and between classes within the same year groups. There is also a difference in the level of challenge contained within the work teachers set pupils. Because of these inconsistencies, too few pupils make the progress they should, while many continue to fall behind from already low starting points.
- Not all teachers set the most able pupils suitably challenging tasks that enable them to deepen their understanding and apply those skills they have consolidated. This is particularly the case in key stage 2. Consequently, too few of these pupils achieve the high levels of understanding of which they are capable.
- Not all teachers have high enough expectations of their pupils. The level of challenge that they provide pupils in the tasks they set them is frequently too low, particularly in key stage 2. Consequently, these tasks often do not enable pupils to make rapid enough progress in their understanding. The tasks also do not fully engage pupils in their learning. Where this happens, pupils lose concentration.
- Where teachers work well with other adults in the classroom to support pupils' learning, pupils understanding develops more securely and more quickly. However, not all teachers use the additional support provided by other adults effectively.
- Where learning is effective, teachers set tasks that reflect pupils' interests and enable them to develop their knowledge, understanding and skills. Teachers ask good questions to check that pupils' understanding is secure. Where they identify misconceptions, they provide clarification. Where they identify insecure understanding, they provide appropriate support. For example, in a Year 6 mathematics lesson, the teacher used precise questioning to check pupils' understanding of how to solve problems involving percentages.
- More recently, senior leaders have provided a stronger focus on developing pupils' skills in reading and phonics (the link between letters and sounds). The school has employed extra teachers to support pupils in their reading. Furthermore, all staff have received training in phonics teaching. Because of this, pupils' reading skills are becoming more secure, particularly in key stage 1 and Year 3.

Personal development, behaviour and welfare

requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.
- Not all pupils demonstrate consistently positive attitudes to their learning. While most pupils work hard much of the time, some lose concentration and become inattentive. This is because they sometimes receive work that is either too easy or too difficult for them. On these occasions, pupils give up too readily.
- The school works well to promote pupils' physical and emotional well-being. A nurture group supports pupils who may be experiencing difficulties. The wide range of extra-curricular activities, including sporting activities, encourages pupils to lead healthy lives.
- Pupils are aware of the different forms of bullying, including homophobic, racial and cyber-bullying, and bullying relating to pupils' different cultures. Almost all pupils who met with inspectors, or who expressed a view through the online survey, said that bullying is rare. On those occasions that it may occur, pupils are confident that staff will deal with it effectively. The school's own records of bullying incidents demonstrate that such incidents are indeed rare, and are dealt with well.
- The school's systems for keeping pupils safe are thorough. Almost all pupils who expressed a view said that they feel safe at the school. Almost all parents who responded to the online questionnaire, Parent View, agreed with this view.
- Pupils know how to stay safe online due to the opportunities they receive to learn how to use the internet safely. This has included visits from the local police, who have taught pupils about the consequences of online bullying.

Behaviour

- The behaviour of pupils requires improvement.
- While the attendance of those pupils who are regularly absent has significantly improved this year, the levels of overall absence remain stubbornly high and above national levels. This includes the attendance of disadvantaged pupils, whose current overall absence remains higher than that of disadvantaged pupils nationally.
- During the inspection, pupils conducted themselves well, both in lessons and during social times.
- Some pupils reported that there are occasions where pupils can be aggressive towards each other, particularly older boys. However, pupils say that adults in the school deal with such incidents effectively. The school's behaviour records demonstrated that this was the case.

Outcomes for pupils

are inadequate

- Outcomes are inadequate as too few pupils make the progress that they should in reading, writing and mathematics, particularly in key stage 2.
- The school's own performance information indicates that key stage 2 pupils are not making rapid enough progress in their learning. The wide range of work books that inspectors looked at in key stage 2 confirmed this to be the case in Years 3, 4 and 5. In these years, too few pupils are making the rapid progress necessary for them to catch up from their often low starting points. In some of these years, pupils are continuing to fall further behind, particularly in mathematics.
- Too few pupils who have special educational needs and/or disabilities make the progress expected of them in reading, writing and mathematics, particularly in Years 3, 4 and 5. This is because the support that these pupils receive has not been effective enough.
- Too few disadvantaged pupils make sufficient progress from their different starting points, particularly in key stage 2, and in mathematics across both key stages. The school's own performance information and those books that inspectors looked at indicate that, in some year groups, disadvantaged pupils are falling further behind.
- The progress of the most able pupils is inconsistent, particularly in key stage 2. Too few of the most able pupils achieve the highest levels of understanding of which they are capable. This is due to the lack of challenge these pupils receive in the classroom.

- There are significant gaps in achievement between boys and girls in key stage 2. The school's own performance information shows that boys underachieve. In some year groups, the gap between the proportions of boys and girls making at least the progress expected of them is widening further.
- The school's own data indicates that the proportion of pupils in Year 6 who are making the progress expected of them in reading, writing and mathematics has increased when compared with outcomes for 2015. The Year 6 books inspectors looked at confirmed this to be the case. However, this improvement was not evident in the books inspectors looked at from other year groups within key stage 2.
- There has been an improvement in pupils' outcomes in key stage 1. This is due to the stronger focus on teaching phonics that the school has adopted in key stage 1.
- The fact that too few pupils make rapid enough progress in their learning means that many pupils are not ready for the next stage of their education.

Early years provision

requires improvement

- On entry, children's skills are generally below those typical for their age, with some well below. While previously the progress made by children has been inconsistent, the progress of current children in the early years is much improved. Almost all children are making rapid progress in all areas. This is due to the stronger focus that the early years leader has placed on improving the quality of teaching, on monitoring children's progress and on providing support where it is necessary.
- In most areas of learning within the early years, a very large majority of disadvantaged children are now making rapid progress. This is due to the close support that they receive from the adults. However, this rapid progress is not evident in all areas, including listening, speaking and working with numbers.
- Teachers work closely with parents to develop their child's skills at home and school. However, this is not always evident in the child's 'learning journey' folder. Many parents do not contribute to their child's initial assessments. Consequently, teachers are not always able to build effectively on the skills, knowledge and understanding children already have in order to progress learning further.
- Adults work closely with children to ensure children's understanding is secure. However, adults do not ensure that children are able to engage in their purposeful play independently of adults. Consequently, not all children fully develop their skills in readiness for Year 1.
- The early years leader has significantly improved the range and quality of resources available to the children. She has also ensured that the curriculum is sufficiently broad. Consequently, children have increased opportunities to make more rapid progress in their learning in the early years.
- Teachers receive effective training that enables them to improve their practice. For example, teachers have received training in the teaching of phonics.
- Adults work closely with children to ensure that they behave well and have positive attitudes to learning. Children quickly understand and settle into routines, and most learn to work and play well together. The relationships between children and the adults in the early years setting are strong.
- Safeguarding in the early years is effective. Adults in the early years have received appropriate training to ensure that they know how to keep children safe. They work closely with the school's designated safeguarding lead where they have concerns about a child's welfare.

School details

Unique reference number	138146
Local authority	Nottinghamshire
Inspection number	1009094

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	312
Appropriate authority	The governing body
Chair	Kim Stockton
Headteacher	Jackie Warren
Telephone number	01636 680284
Website	www.williamgladstonecofe.com
Email address	head@williamgladstone.notts.sch.uk
Date of previous inspection	26–27 February 2014

Information about this school

- The school is larger than the average-sized primary school.
- Most pupils are of White British background. The proportion of pupils from other ethnic groups is lower than average.
- The proportion of pupils supported by the pupil premium is much higher than average. The pupil premium is additional government funding provided for those pupils who are known to be eligible for free school meals, and those children who are looked after by the local authority.
- The proportion of pupils who have special educational needs and/or disabilities is below average. The proportion of pupils who receive support through an education, health and care plan is well below average.
- Children in the early years are taught in two classes. Three-year-old children are taught part time in the Nursery class and four-year-olds are taught full time in the Reception class. There are mixed-age classes across the school.
- The school receives support from local leaders of education and the local authority.
- In 2015, the school did not meet the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The school does not meet the requirements on the publication of information on its website about how the school spent its sport premium funding, the effect of this funding on pupils' participation and attainment in sport, and how any improvements are sustainable.

Information about this inspection

- Inspectors observed 16 lessons or parts of lessons, including two observations held jointly with the headteacher and an assistant headteacher. An inspector attended an assembly.
- Inspectors observed pupils' behaviour at breaktimes.
- Inspectors looked at a range of pupils' work, either in lessons or as a separate activity.
- Inspectors held meetings with the headteacher, senior leaders, subject leaders and the early years leader. The lead inspector met with the chair of governors, as well as a representative from the local authority. Inspectors also met with pupils, both formally and informally.
- Inspectors met with a number of parents as they brought and collected their children from school. They also took into account the views of seven parents who responded to the online questionnaire, Parent View.
- Inspectors looked at a variety of documentation, including the school's own evaluation of how well it is doing and the most recent improvement plan. Inspectors also considered information relating to achievement, behaviour, attendance, the quality of teaching and learning, the management of teachers' performance, and safeguarding.
- One of Her Majesty's Inspectors, accompanied by an Ofsted Inspector, visited the school on 8 June to undertake further inspection activities. These inspectors observed two more lessons, held further meetings with senior and subject leaders, looked at a range of pupils' books, both in lessons and as a separate activity, and spoke with pupils formally and informally. Her Majesty's Inspector met with two members of the governing body and the representative of the local authority. Inspectors took into account the views of 17 parents, 29 pupils and five staff who had responded to their respective online questionnaires.

Inspection team

Julie Jane, lead inspector	Ofsted Inspector
Simon Hollingsworth	Her Majesty's Inspector
Julie McCarthy	Ofsted Inspector
Karen Slack	Ofsted Inspector
Susan Wood	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
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