

Glenfield Primary School

Stamford Street, Glenfield, Leicester, Leicestershire LE3 8DL

Inspection dates

13–14 June 2017

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is a good school

- The headteacher has an accurate understanding of the school's strengths and has expertly identified what the school needs to do to improve further.
- Scholars Academy Trust has provided effective support to the school. The school has undergone rapid improvement over the last two years.
- Effective professional development is helping teachers and staff to improve their skills. Where teaching is sometimes less effective, teachers are being well supported.
- Senior leaders monitor teaching closely and check on pupils' progress frequently, ensuring that differences in achievement are addressed quickly.
- Teaching in the school is good overall. Teachers have good subject knowledge and ensure that their classrooms are purposeful learning environments.
- There are positive relationships between pupils and staff. Pupils listen well to adults and follow instructions. Pupils are polite and conduct themselves well during playtimes and lunchtimes.
- The speech and language unit is an inclusive and nurturing environment where staff cater for pupils' specific learning needs effectively. Pupils participate in lessons positively and develop their skills and knowledge well.
- Teaching assistants provide tailored support for vulnerable pupils. They understand and support pupils' individual needs well.
- The early years is a safe, well-resourced and exciting place to learn. Children enjoy learning together and play cooperatively. Staff have ensured that children have good routines and that children's individual needs are met well.
- Pupils' overall outcomes are improving quickly. They are making good progress from their starting points.
- Middle leaders and subject leaders' leadership skills are not yet fully developed. They focus too much on their actions rather than evaluating the impact of their actions on raising pupils' achievement.
- There are minor variations in the quality of teaching. Not all teachers consistently plan and match work to pupils' abilities as well as they could, particularly for disadvantaged pupils.
- Pupils' work is not always presented as well as it could be because pupils do not have enough opportunities to practise their handwriting.
- Despite leaders' efforts to improve attendance, not enough pupils who have special educational needs and/or disabilities, and those eligible for free school meals, attend school regularly.

Full report

What does the school need to do to improve further?

- Improve the quality of leadership and management by ensuring that senior leaders develop the skills and expertise of middle leaders and subject leaders so that pupils' outcomes improve further.
- Improve the quality of teaching and learning by ensuring that:
 - teachers consistently plan and match work to pupils' abilities so that greater proportions of pupils, especially disadvantaged pupils, achieve the expected standard and higher standard across all subjects at the end of key stage 2
 - teachers check that pupils' written work is well presented.
- Improve pupils' personal development, behaviour and welfare by ensuring that pupils who have special educational needs and/or disabilities and those pupils eligible for free school meals attend school regularly.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher is a determined and dynamic leader who has the confidence of her staff. Senior leaders have a clear vision of how the school can improve further and have rigorous plans in place to ensure that this happens. They are relentless in their drive for continued improvement and have created a school climate where every child and staff member is valued. For example, one staff member who responded to the staff survey felt that 'school staff have the desire to keep on improving' and valued being part of a dedicated team.
- The school has continued to improve quickly because the headteacher has created a positive climate where both pupils and staff value hard work. Pupils know what is expected of them, try their best and respond positively to all adults. Pupils enjoy their learning and make good progress.
- The headteacher has established a robust and rigorous performance management system. Leaders provide teachers and teaching assistants with highly effective training that is closely linked to school improvement priorities. For example, teaching assistants have been trained in developing their skills and expertise in supporting pupils in mathematics lessons. Newly qualified teachers told inspectors that they valued their training and spoke highly of the support they have received from senior leaders. As a result of high-quality support and training, improvements in the quality of teaching and learning are brisk.
- The school's curriculum offers a wide range of opportunities for pupils to learn and develop new skills. The curriculum is particularly effective at securing good levels of spiritual, moral, social and cultural knowledge and understanding. For example, Year 5 pupils were very excited to visit Nottingham Castle as part of their English topic based on the life of Robin Hood. Pupils are increasingly well prepared to take their place in modern Britain.
- The provision for pupils who have special educational needs and/or disabilities is effective. Teachers and teaching assistants provide tailored support to meet the specific needs of these pupils. For example, staff use a range of resources and activities to ensure that these pupils learn effectively. Pupils who have special educational needs and/or disabilities make good progress. Leaders use additional funding to support pupils who have special educational needs and/or disabilities effectively.
- Leaders use the additional funds provided through the physical education and sports development grant effectively. In addition to providing training to improve teachers' skills in delivering high-quality PE lessons, the additional funds are used to ensure that pupils receive increased provision of extra-curricular sporting activities. Pupils told inspectors that they enjoy the lunchtime sports activities offered by sports coaches and the range of after-school sports clubs, particularly 'Outdoor Fun'.
- Leaders use the additional funding for pupils eligible for pupil premium increasingly well. Recently, leaders commissioned a review of pupil premium funding and how it is allocated. They are acting on the recommendations set out in the review but need

more time for these actions to improve pupils' outcomes. Leaders carefully track the academic progress and emotional and personal needs of vulnerable pupils and those who are looked after to ensure that their changing needs are met quickly.

- Many teachers and leaders have joined the school in recent years. The headteacher has rightly identified that she needs to develop the skills and expertise of middle leaders and subject leaders so that they can fully execute their roles and continue to support the wider development of the school.

Governance of the school

- The governing body has an effective strategic role to ensure that improvement continues at a swift pace. Governors are committed and ambitious for the school. The governors are clear about their roles and responsibilities. They meet with leaders regularly to ensure that they are fully informed about the progress of the school.
- Governors work well with representatives of the academy trust. Governors are well-trained so that they are able to meet the needs of the school and ensure that they hold senior leaders rigorously to account.
- The trust checks that senior leaders are improving the quality of teaching by overseeing the arrangements for performance management, and by discussing pupils' outcomes and the actions that leaders need to take next.
- The school has received effective support from the academy trust. The executive headteacher meets regularly with the headteacher to review progress towards meeting the targets on the school improvement plan. The trust provides comprehensive training and support to the school.

Safeguarding

- The arrangements for safeguarding are effective and leaders ensure that statutory requirements are met. Staff and governors receive regular training. Leaders and governors ensure that new staff are recruited safely.
- Leaders have ensured that they meet continually to discuss the welfare of and support for any pupils whose circumstances make them vulnerable, or whom they have needed to refer to external agencies, such as social care. Case files seen by inspectors demonstrate that leaders make brisk referrals to these agencies and that staff work closely with parents. Records are detailed and are of high quality. The school's website contains links to information for parents on how to keep their child safe when online.
- Pupils know how to keep safe online. They value the regular reminders from teachers about online safety and know what to do should they have a concern. Pupils who spoke to inspectors were able to talk about the specific risks of using the internet.
- The school invites a range of visitors to school to talk to pupils about fire safety, road safety and being safe in the community. Pupils have a good understanding of how to keep safe.

Quality of teaching, learning and assessment

Good

- Teachers have created bright and colourful classroom displays that pupils use to support their learning. They make it clear to pupils what they are going to teach and what is expected of them. They quickly spot any pupils who are not fully listening and ensure that they pay attention. Pupils who find it difficult to manage their own behaviour are supported well so that, over time, their ability to do this for themselves improves.
- Pupils show positive attitudes to learning and are supportive of each other. For example, Year 6 pupils were able to offer meaningful suggestions for improving their classmates' work with support from the class teacher.
- Teachers have good levels of subject knowledge and so are able to deliver lessons with confidence. They use questioning skilfully to check on pupils' learning. For example, in a Year 4 mathematics lesson, the class teacher gave clear explanations to develop pupils' understanding of how to plot coordinates on a grid and give precise directions. Pupils were encouraged to apply their own knowledge to the task.
- Teachers in most classes plan and deliver lessons that are fun and interesting, where pupils have a range of opportunities to deepen and consolidate their knowledge and skills. For example, pupils in Year 5 enjoyed creating a 'wanted' poster for Robin Hood and explored the reasons for and against his capture. They were able to confidently share their ideas and apply their skills well.
- Teaching assistants work effectively to support those pupils who have special educational needs and/or disabilities and those who need to catch up. They provide effective support because they encourage pupils to be as independent as possible. Pupils are self-assured and develop good levels of independence.
- The teaching of phonics is effective. Pupils have opportunities to practise and apply their phonic knowledge. For example, Year 1 pupils are able to use their phonic skills skilfully to read unfamiliar words and put them into sentences. The most able pupils have books that are appropriate for their level. Older pupils are able to say who are their preferred authors and why.
- Pupils who have special educational needs and/or disabilities are well supported in the speech and language unit. Teachers have high expectations of pupils and support them well to develop their knowledge and skills. For example, using a class book, pupils were encouraged to develop their comprehension skills and build on their descriptive language. Pupils in the speech and language unit make good progress.
- Some inconsistencies in the quality of teaching exist. Teachers do not consistently plan and match work to pupils' abilities as well as they could in a small number of classes, particularly for disadvantaged pupils. Consequently, a small number of disadvantaged pupils do not make the progress of which they are capable.
- Teachers do not always give enough opportunities for pupils to practise their handwriting so that pupils present their work to the highest standard of which they are capable.

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils who spoke to inspectors said that they feel safe in school and that bullying is rare. They feel reassured that adults are there to help them, should they have a concern. They spoke warmly of all the staff who support them at different times during the school day. For example, lunchtime assistants play parachute games with groups of pupils and organise games.
- Pupils respect each other's views because they are taught the importance of tolerance, patience and honesty. For example, pupils enjoy learning about different countries as part of 'International Day', where they learn about a country's culture and traditions.
- Pupils are taught how to stay safe online. Pupils who spoke to inspectors know that they must not share personal information about themselves to someone they do not know on the internet. Pupils spoke positively about the frequent reminders that they receive in classes and, in particular, the 'e-safety Week' that teaches them about online safety. Pupils are well informed about how to keep themselves safe online.
- The school organises visitors to talk to pupils about other risks such as stranger danger, road safety and fire safety. Pupils who spoke to inspectors said that they enjoy learning about keeping safe on the roads when riding their bikes.
- Pupils understand the importance of staying healthy. They know that it is important to eat a healthy diet and to stay active. They explained how they enjoy taking part in PE and in the school's many sporting clubs, such as dodgeball and multi-sports.

Behaviour

- The behaviour of pupils is good.
- Teachers and teaching assistants consistently apply the school's behaviour policy. Pupils pay attention in class and disruption is rare. They know what is expected of them.
- Pupils are polite, respectful and well-mannered. They willingly cooperate with each other and all adults. They hold doors open and are happy to engage in positive conversations with visitors.
- Leaders continually highlight to parents the importance of their child attending school regularly. They work closely with families of those children who do not attend often enough. As a result, attendance is broadly average. The absence levels for pupils who have special educational needs and/or disabilities and those eligible for free school meals were above average in 2016. The work done with families by the school has resulted in a substantial improvement in the attendance of pupils eligible for free school meals, which was well below average in the last academic year. This has now halved and is now broadly in line with the national average. Leaders recognise that there is still more work to be done to reduce the absence of pupils who have special educational needs and/or disabilities.

Outcomes for pupils

Good

- Outcomes are quickly improving. For example, in 2015, the Year 6 cohort left the school having made significantly less progress than others nationally in all subjects. Attainment was also significantly low in writing and mathematics at the end of key stage 2. Attainment was broadly average for key stage 1 pupils at the end of 2015 in all subjects.
- In 2016, outcomes rose at the end of key stage 2. The progress made by pupils in 2016 in reading, writing and mathematics was broadly average. However, the attainment of pupils in all three subjects was below national expectations at both the expected standard and higher standard, particularly in mathematics for the middle-ability pupils and middle-ability disadvantaged pupils.
- Pupils' workbooks and pupil assessment information shows that pupils are making good progress from their starting points. Inspectors also examined work in other subjects and confirmed that key skills taught in English and mathematics lessons are being used by pupils in other subjects. For example, pupils in Year 6 use their mathematics skills to record data from a scientific experiment about friction.
- In-school pupil progress information and pupils' workbooks show that the outcomes for middle-ability pupils and the majority of disadvantaged pupils are quickly improving in all subjects, particularly mathematics.
- In 2015, the proportion achieving the expected standard in the Year 1 phonics screening check was below the national expectation. In 2016, the school was above the national expectation for the Year 1 phonics screening check; however, the achievement of disadvantaged pupils was below the national expectation. The Year 1 cohort had a significant number of vulnerable pupils. Leaders have quickly identified these pupils and put considerable support in place to ensure that these pupils are successful.
- In 2016, attainment for pupils in key stage 1 was above the national average for the expected standard for all subjects but slightly below the national average for the higher standard. In-school performance information for 2017 shows that the school will be on track to achieve the national average in all subjects and a higher proportion of pupils will achieve the higher standard.
- Pupils who have special educational needs and/or disabilities are making good progress from their starting points. Staff give these pupils work that is appropriate to their needs.
- Current workbooks show that the most able pupils, including the most able disadvantaged pupils, are making good progress and teachers are meeting their needs well. Any minor inconsistencies in the quality of teaching and learning are being addressed rapidly by leaders who are providing the necessary support.

Early years provision

Good

- Leadership and management of the early years is good because the early years leader

uses assessment information from pre-school settings well to plan to meet the needs of children. There are comprehensive transition arrangements in place so that children settle quickly. Prospective parents are invited into school to ask questions, receive information and meet with staff.

- The early years is a safe, bright and vibrant space where children are well-behaved and are often engrossed in their learning. They are encouraged by staff to learn and play together cooperatively. Routines are well-established and children respond positively to all adults using their good manners. Children like using the range of resources and equipment on offer daily. For example, children enjoy playing in the mud pool and know that they must drench the mud in water to make it flow.
- Staff in the early years know the children well. They have fostered warm and nurturing relationships with children so that they are confident to explore. Children's independent skills are developed with support from adults through appropriate activities.
- Attainment in the early years is an improving picture. The majority of children enter Reception with skills and knowledge typical for their age. In 2015, the proportion of pupils achieving a good level of development was slightly below the national average. However, in 2016 the proportion of pupils achieving a good level of development rose above the national average. From children's starting points, they make good progress and are well prepared for Year 1.
- The proportion of disadvantaged pupils attaining a good level of development in 2016 was below the national average. However, staff in the early years use the additional funding for these pupils effectively, ensuring that they receive enhanced support so that they make good progress. For example, staff provide focused mathematics and literacy support for these children. They also have opportunities to practise their social and communication skills with staff.
- Staff in the early years make regular assessments of children's learning to identify the next steps they need to take, particularly for those children who have special educational needs and/or disabilities. These pupils make good progress because activities are matched well to their needs.
- Parents of children in the early years have many opportunities to share their child's learning both at home and at school. Staff arrange open afternoons and class assemblies. Parents are kept informed about special events such as 'International Day', giving children opportunities to learn about other countries. They also have opportunities to comment on their child's 'star moments', which are included in their child's learning journeys as records of achievement.
- The early years leader makes effective use of external links to share good practice. For example, staff work with other schools locally, and with schools within the trust, to ensure that their judgements about children's progress are accurate.

School details

Unique reference number	140608
Local authority	Leicestershire
Inspection number	10031127

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

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	388
Appropriate authority	The governing body
Chair	Lucy Wiles
Headteacher	Kathy Martin
Telephone number	0116 287 2188
Website	www.glenfield.leics.sch.uk
Email address	office@glenfield.leics.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school complies with Department for Education guidance on what academies should publish.
- The school meets requirements on the publication of specified information on its website.
- The academy was established in July 2014. It is sponsor-led by Scholars Academy Trust.
- The school has a specialist speech and language unit that has 28 pupils.
- The proportion of pupils eligible for free school meals is below average.
- The proportion of pupils who have special educational needs and/or disabilities is below average.
- There are three newly qualified teachers.

- The current headteacher was appointed in October 2015.
- The majority of staff were appointed in the last three years.

Information about this inspection

- Inspectors observed 40 lessons and visited all classrooms; 13 lessons were observed jointly with the headteacher.
- Meetings were held with the headteacher and executive headteacher. Inspectors met with the leaders for English, mathematics and early years. Inspectors held meetings with five governors from the local governing body and two trustees from the academy trust.
- Inspectors looked at a wide range of the school's documentation, including the school's evaluation of its own performance and development plan, information on pupils' attainment and progress, behaviour, bullying and attendance records, safeguarding procedures, and reviews of the pupil premium funding and the primary physical education and sport funding. Teaching and learning records were also scrutinised.
- Inspectors observed behaviour around the school, including at breaktimes and lunchtimes. They spoke formally to one group of pupils and informally with others around the school.
- The 57 responses to Parent View, Ofsted's online questionnaire, were considered. Inspectors spoke with parents before school and considered the 31 responses from parents to the Ofsted free-text service. Inspectors also considered 23 responses from staff surveys and 25 responses from pupil surveys.

Inspection team

Emma Nuttall, lead inspector	Her Majesty's Inspector
Caroline Poole	Ofsted Inspector
Julie Dale	Ofsted Inspector

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