

# Glebeland Community Primary School

Beccles Road, Toft Monks, Beccles, Suffolk NR34 0EW

## Inspection dates

3 to 4 July 2019

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

## Summary of key findings for parents and pupils

### This is a good school

- The strong leadership team have successfully driven considerable improvement in pupils' achievement over the last year.
- The locality committee provide strong governance through rigorous and effective challenge to school leaders.
- The trust gives strong and effective support to school leaders and the local committee. Staff value the training and advice they have received.
- The teaching of phonics and early reading is highly effective. Consequently, outcomes in the phonics check have risen significantly this year.
- Teaching is good in key stage 1 and most of key stage 2. As a result, pupils' achievement in writing and mathematics has improved.
- Pupils' behaviour is typically good in lessons, around the school and at breaktimes. Most pupils are polite and kind to each other and to the adults they work with.
- Pupils love coming to school and parents value the community atmosphere of the school. One parent said: 'My child loves coming here and has many friends. She feels very secure and is achieving her learning goals with the great work of the teaching staff.'
- Pupils say they feel safe at school because there is no bullying and everyone gets on well together. Safeguarding procedures and processes are robust and meet requirements.
- The school curriculum is broad and balanced. It is enriched by a wide range of visits and after-school clubs.
- There is good provision, teaching and curriculum in the early years. Consequently, children make good progress from their starting points.
- Pupils with special educational needs and/or disabilities (SEND) make good progress due to the strong leadership of the new special needs leader (SENCo).
- The teaching of reading is not as effective in key stage 2. Teachers do not routinely read to their pupils or inspire a love of reading, particularly for boys. There is no clear system for recording what pupils read or what pupils should do if they come across a word they do not understand when reading on their own.
- Communication between the headteacher and staff and between the headteacher and parents is not consistently clear or effective.

## Full report

### What does the school need to do to improve further?

- Improve leadership and management of the school by ensuring that communication between the academy head and staff, and between the academy head and parents, is consistently clear and effective.
- Improve the teaching of boys' reading in key stage two by ensuring that:
  - there is a clear approach to recording what pupils have read and that this is implemented by all staff
  - pupils know what to do when they come across a word they do not understand when reading on their own
  - teachers read routinely to pupils in their class, building a love of reading and introducing their pupils to a wide range of authors and books.

## Inspection judgements

### Effectiveness of leadership and management

Good

- The Consortium Academy Trust (CMAT) has provided robust and effective support to the headteacher during a period of considerable staff turbulence. After a short time in post, the academy head took over the leadership of a nearby school. As a result, she has not had the opportunity to have rigorous training for her role. The CMAT has a strong training programme in place and is giving appropriate support, including one day a week mentoring from the director of education and regular visits from the chief executive officer (CEO) for the trust.
- The senior teacher, the SENCo, the English leader and the leader for early years provide strong support to the academy head. The senior teacher ensures that the school runs smoothly when the academy head is at her other school. However, both staff and parents raised concerns through the staff questionnaire and Parent View, Ofsted's online questionnaire for parents, about the quality of communication with the academy head. The trust and local committee are aware of these concerns. They are working with the academy head to rapidly improve communication.
- Teachers are very pleased with the training and advice they receive from the CMAT. They particularly value the constructive and developmental advice to help them improve their teaching. In addition, they found the training they received this year in teaching mathematics most helpful.
- The SENCo knows all the pupils identified with SEND exceptionally well. She ensures that staff working with pupils have the training to meet pupils' needs. The impact of this training is evident in how well staff manage a few pupils who have challenging behaviour. Additional funding is used effectively to support pupils with SEND.
- The English leader has successfully driven improvements in the teaching of reading from Reception to the end of Year 2. Pupils have daily phonics lessons and teachers and support staff have received effective training to ensure that teaching is consistent and based on the recently revised, well-structured phonics programme.
- The reading curriculum is not as well developed in key stage 2. There is no consistent approach to how pupils and staff record the books pupils are reading. In addition, pupils are not sure what to do when they come across a word they do not understand when they are reading on their own.
- The curriculum is broad, balanced and interesting. Subjects are taught within themes. However, teachers are clear about the subject-specific concepts and knowledge they want pupils to learn. This is evident in the wide range of good-quality writing across different subjects in pupils' work books. As part of the CMAT, pupils have many opportunities to join pupils from other schools for sporting and arts activities, for example a recent poetry writing workshop. Sports premium funding is used effectively in order to raise participation in sports and improve the quality of physical education teaching. Pupils also benefit from residential curriculum activity days and the wide range of after-school clubs. For example, a member of support staff runs a successful and popular gardening club.
- Pupils have a strong understanding of other cultures through the school's links with

other countries, notably a long and well-established link with a pupil and a school in the Congo. Pupils raise money for different charitable causes and play an active part in the local community, for example planting trees at a local farm. Pupils are well prepared for life in modern Britain.

### **Governance of the school is good**

- The locality committee provides robust challenge to school leaders because they know the school well and have received well-targeted and effective training from the CMAT. For example, this year they have closely scrutinised and challenged pupils' progress in key stage 2.
- The locality committee are aware of the concerns about communication between the academy head and staff. They have planned a survey of staff perceptions to find out how best to improve communication.
- Committee members give effective support to leaders in managing the school budget. They check value for money, for example, in the allocation of pupil premium and sports premium. In addition, the CMAT officers carry out regular audits of how the budget is managed, allocated and spent.

### **Safeguarding**

- The arrangements for safeguarding are effective.
- All processes and procedures are robust and meet requirements.
- Staff receive regular and effective training through the CMAT and are confident to complete concern forms. The CMAT has recently adopted a web-based system for recording concerns, and staff are in the process of being trained to use this system.
- The most vulnerable pupils are managed exceptionally well by school staff. Parents are confident that the school does everything it can to support their children and enable them to make progress in both managing their own behaviour and in their learning.

### **Quality of teaching, learning and assessment**

**Good**

- Most teachers have strong subject knowledge due to the effective training they receive from the CMAT. For example, the teaching of reading in key stage 1 is effective because teachers and teaching assistants are confident and use the correct terminology when teaching pupils phonics.
- The teaching of reading is less effective in key stage 2 because teachers do not read aloud to their pupils every day, or encourage them to read a wide range of different authors and types of books. Girls are very enthusiastic readers and often discuss books they enjoy and their favourite authors, but boys' enjoyment of reading is less well developed. For example, one boy explained that: 'I like comedy books because it makes you feel better because you find it funny so you don't think you're reading.'
- The teaching of mathematics has improved over the last year and teachers are more proficient and confident to teach this subject. As a result, pupils have access to a wide variety of mathematics equipment in lessons to help them with number work and use a

range of strategies to solve problems.

- Teachers' assessments have been moderated by the local authority and the CMAT and give an accurate picture of pupils' attainment.
- Teaching assistants give effective support to teachers in lessons. They check that pupils understand the tasks they are working on and help them if they get stuck. For example, in music lessons teaching assistants help pupils practise complex clapping rhythms.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are very positive about the school. They say that learning is fun and teachers help them if they are stuck.
- Pupils greatly appreciate the opportunities to go away on residential trips with their classmates and pupils from other trust schools. These visits make a strong contribution to pupils' social development.
- Pupils are given many opportunities to develop spiritually through reflecting on their learning and on wider issues. For example, the weekly philosophy assembly leads to in-depth discussion back in the classroom about important concepts like friendship.
- Pupils feel safe at school because there is a strong community feeling. Pupils are kind and considerate to one another. They say there is no bullying of any kind in school or on the playground. If pupils have any problems, they are confident to talk to an adult about what has happened.

### Behaviour

- The behaviour of pupils is good.
- Breaktimes are happy and relaxed times because pupils play together well. There is effective adult supervision to ensure that pupils are safe.
- Pupils show a strong interest in and enthusiasm for learning and make every effort to engage with learning activities, resulting in typically good behaviour in lessons. There are strong, positive relationships between pupils and staff. Pupils' moral development is good.
- Attendance has improved and is in line with other primary schools nationally. Leaders work hard to eradicate persistent absence. Where there are problems, the parent support adviser gives effective support to families who find it difficult to get their children to school every day.

## Outcomes for pupils

Good

- Pupils' achievement in phonics in Year 1 has improved dramatically this year due to the new phonics programme and effective teaching. In addition, staff help pupils to choose books that match the stage of phonics they are learning, and they make sure that they have time to practise the words in each book.
- Pupils' outcomes in reading are improving in Year 2 because they are gaining a better understanding of the books they are reading.
- Writing outcomes have improved this year in key stages 1 and 2 due to the training staff have received from the CMAT and the strong focus put on writing by the English leader. It is evident from pupils' books that they have opportunities to write at length in most curriculum subjects and that, consequently, the quality of their writing improves over time.
- Outcomes in mathematics have improved this year as this has been the main CMAT focus for training for all its schools. The emphasis on developing problem-solving skills means that pupils are confident to use a range of strategies to solve mathematical problems. The emphasis on diagnosing gaps in pupils' knowledge and understanding has helped teachers focus their teaching. This has ensured that pupils have a good grasp of concepts before moving on to the next topic.
- Disadvantaged pupils and pupils with SEND make equally good progress in their learning as all pupils, due to well-targeted resources, including additional adult support, to meet their specific learning and behaviour needs.
- Teachers have recognised that pupils do not have sufficiently rapid recall of times tables. Leaders have recently introduced a new programme to address this.

## Early years provision

Good

- Leadership of the early years is strong due to the knowledgeable and effective subject leader, who is based at the headteacher's other school. The leader has monitored teaching and the curriculum in the setting and has given effective support to the class teacher.
- The curriculum is well organised and children have appropriate opportunities to learn inside and outside the classroom. There is direct teaching of phonics and mathematics from the start of the Reception year. Consequently, children are ready to start Year 1. For example, most children can read simple phonics books and a few are proficient and fluent readers.
- The good teaching in the Reception class results in good outcomes for the children. Teachers have close links with the early years settings that the children attend before coming to school. When they visit the settings, they observe the children and talk to the key workers about how the children are progressing in all the areas of learning.
- Soon after children start in the Reception class, the teacher accurately assesses their knowledge skills and understanding. This baseline assessment supports carefully targeted teaching and results in all children, including those with SEND, making good

progress from their starting points.

- Parents are very pleased with the setting and the web-based assessment system. They particularly enjoy adding photographs and information about what their children can do at home. They greatly appreciate how staff talk to the children about activities out of school.
- Children's behaviour is exemplary in the setting because they enjoy and are absorbed in the learning activities adults set out for them. Relationships between staff and children are strong because staff are trained in how to ask probing questions that move children's thinking and learning forward.
- Children are safe and secure in the setting due to the way the setting is organised and the strong fencing around the outside area.

## School details

Unique reference number	143066
Local authority	Norfolk
Inspection number	10088700

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

Type of school	Primary
School category	Academy
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	107
Appropriate authority	Board of trustees
Chair	Dawn Carmen Jones
Academy head	Clare Williams
Telephone number	01502 677 354
Website	<a href="http://www.glebeland.norfolk.sch.uk">www.glebeland.norfolk.sch.uk</a>
Email address	<a href="mailto:head@glebelandschool.org">head@glebelandschool.org</a>
Date of previous inspection	Not previously inspected

## Information about this school

- Glebeland Primary School is part of CMAT. The school was one of three schools who founded the trust three years ago.
- The CMAT currently has 11 primary schools across Norfolk and Suffolk. Two or three schools are grouped under one academy head with a locality committee that provides governance for the group of schools. Glebeland and Barnby and North Cove are grouped under one academy head.
- Glebeland was last inspected in 2013. This is the school's first inspection as part of the CMAT.
- The school is much smaller than the average-sized primary school.
- Pupil numbers have increased in the last year.
- The school serves a rural area. A number of parents from outside the catchment area



choose to send their children to the school.

- Most pupils are of White British heritage.
- The proportion of disadvantaged pupils, for whom the school receives pupil premium funding, is below average.
- The proportion of pupils with SEND is above average.

## Information about this inspection

- The inspector made visits to classes and observed learning across all year groups. All observations were carried out with school leaders. The inspector scrutinised pupils' work in writing in all curriculum subjects across all year groups with the English leader and academy head.
- The inspector listened to Reception children and pupils in key stage 1 read to a familiar adult and read with pupils from key stage 2.
- The inspector reviewed a range of school documents and policies, including behaviour and attendance information and documentation relating to the safeguarding of pupils.
- The inspector spoke to pupils in lessons, met with groups of pupils, including the school council, to gather their views of the school. There were no responses to the online pupils' questionnaire.
- The inspector met with members of the locality committee, teachers and support staff, senior leaders and the director of education and CEO of the CMAT. The inspector considered 11 responses to Ofsted's questionnaire for staff.
- The inspector spoke to parents and considered 41 responses to Parent View, including 29 free-text messages.

## Inspection team

Julie Winyard, lead inspector

Her Majesty's Inspector

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