

Glebe Primary School

Church Lane, Southwick, Brighton, West Sussex BN42 4GB

Inspection dates

9–10 July 2019

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

Summary of key findings for parents and pupils

This is a school that requires improvement

- The interim headteacher is resolute in her determination to provide the best possible school experience for all. Since her arrival, she has wasted no time in implementing many positive changes.
- Leaders' well-considered actions have not had time to secure improvement throughout the school.
- The quality of teaching and learning is too variable. Some learning activities do not take careful account of what pupils already know and can do, or of gaps in their prior learning.
- Teachers do not have consistently high enough expectations for what pupils can achieve.
- Middle leaders are developing in their roles, but the impact of their work is not yet evident.
- The curriculum is broad. However, pupils' skills, knowledge and understanding are not routinely developed in a wide range of subjects.
- Additional funding to support disadvantaged pupil and pupils with special educational needs and/or disabilities (SEND) is not precisely targeted to their learning needs. Consequently, they are not making consistently strong progress.
- Many pupils, including the most able and disadvantaged, have not reached the standards of which they are capable by the end of key stage 2.
- The early years requires improvement. Adults do not skilfully support children to develop their interests or extend their learning, particularly in the outdoor provision.

The school has the following strengths

- Leaders' passion to ensure that standards improve is inspiring. Their vision is shared by staff throughout the school.
- Governors work well together, providing appropriate support and challenge to school leaders.
- Pupils are proud of their school. Their behaviour and attitudes to learning are good.
- Parents are very positive about the school and appreciate the many recent improvements made.
- Reading is a strength of the school. Leaders ensure that pupils in key stage 1 and 2 develop a love of reading.
- There are effective systems and processes in place to ensure that pupils are kept safe.

Full report

What does the school need to do to improve further?

- Continue to strengthen leadership, including of early years, by ensuring that middle leaders contribute effectively to raising standards in all subjects.
- Improve the quality of teaching and learning so that all pupils, including disadvantaged pupils and the most able, make strong progress by ensuring that:
 - teachers have high expectations, both of what pupils can achieve and of the quality of their work in a wide range of subjects
 - teachers use assessment effectively to plan learning so that tasks are well matched to pupils' abilities
 - pupils with SEND are provided with effective support to enable them to make good progress from their starting points.
- Further embed the curriculum so that:
 - pupils' skills, knowledge and understanding are developed systematically through a sequence of learning across all subjects.
- Ensure that early years is effective in preparing children for key stage 1, by:
 - further improving interactions between adults and children so children's understanding is successfully developed and extended
 - training all staff who teach phonics in early years to a high standard, so children get off to the best start with their reading
 - utilising the outdoor provision well to develop children's learning
 - capturing children's imagination through reading and storytelling.

Inspection judgements

Effectiveness of leadership and management

Good

- The interim headteacher, along with the deputy headteacher and assistant headteacher, demonstrates commendable ambition for the school, its pupils and the staff. These leaders have implemented many effective changes to improve the quality of provision for all pupils. In particular, pupils are rightly proud of the school and parents have renewed faith in the vision for improvement.
- Leaders have an accurate understanding of the strengths and weaknesses of the school. They have put in place a carefully considered school improvement plan which they follow stringently. Leaders work closely with the local authority who provide helpful support to the school, particularly in the early years. This work is sensibly continuing. Consequently, the pace of improvement is appropriate and time scales are adhered to carefully.
- Staff understand and share the interim headteacher's principled vision for the school and work hard to realise it. Staff morale is high. There is a palpable sense of determination and purpose throughout the school and staff describe the school as being 'transformed' and 'an inspiring place to work'. Staff value the support they are provided with, including the opportunities to observe good practice. At every level, there is a strong sense of teamwork, underpinned by a determination to ensure the best for pupils in their care.
- Middle leaders, under the skilful guidance of the interim headteacher, are developing in their roles and increasingly understand the impact they can have on improving the quality of teaching and pupils' outcomes. However, this work is still at an early stage and, as yet, it is too early to see its impact.
- Leaders have worked effectively to implement an accurate assessment system. This work is impressive and as a result, teachers and governors are now provided with reliable information about pupils' attainment and progress. Leaders monitor and track this information carefully, increasingly holding teachers to account for pupils' progress.
- The curriculum is balanced and interesting. Pupils learn a broad range of subjects which are enhanced by creative activities and trips. For instance, pupils learn about periods in history and different artists. However, leaders recognise that work is needed to improve further the teaching and assessment of subjects such as religious education and geography.
- Leaders carefully allocate funding to support disadvantaged pupils, many of whom receive strong support for their emotional and physical needs. The progress of this group of pupils is tracked carefully. However, leaders, including governors, do not have a clear overview of the impact this funding is making to pupils' outcomes. Leaders say they are determined that these pupils 'keep up rather than catch up', recognising the intensive work now needed to ensure that this happens.
- Leaders ensure that pupils with SEND are well cared for and they receive external help where necessary. Although leaders track the progress of this group of pupils regularly, support during learning time is not yet precisely targeted. Consequently, the learning needs for this group of pupils are not routinely met.

- Sport is a strength of the school. Leaders use additional government funding for sport effectively. Leaders are continuing to improve the quality of physical education by developing teachers' skills through appropriate training. Pupils take part in many sporting activities. For instance, during the inspection older pupils played netball at lunchtime and pupils enjoyed basketball club after school. Pupils participate in county and national sports competitions, with pupils proudly reporting how the girls football team reached the national finals.
- Leaders ensure that pupils' spiritual, moral, social and cultural development is an integral part of pupils' learning. For instance, pupils in Year 6 learn about diversity and tolerance through a text they study and the significance of Henry Moore's art in war poetry. Junior governors' views have been pivotal in the school's decision to stop using plastic trays and cutlery at lunchtime. Teachers regularly introduce 'big questions' such as 'How would you change the world if you could?' As a result, pupils show mature and thoughtful attitudes.
- Parents are very positive about the school, especially the recent improvements they have experienced. Many parents comment on how happy their children are, the dedication of the staff and the purposeful leadership of the interim headteacher. One parent wrote, 'The school is extremely well led by the headteacher who ensures that there is great communication and partnership between school and parents. Staff are very nurturing and it is clear that members of the leadership team are making good decisions to continually improve the school.'

Governance of the school

- Governors, many of whom are new to their roles, show great commitment to their roles. They understand well the strengths and weaknesses of the school and have not hesitated in getting to grips with the challenges the school faces.
- Governors have ensured that they are suitably trained and constantly look to deepen their understanding in all areas of their work. This desire to develop their practice means that they are well placed to make strategic decisions for the benefit of the school.
- Minutes of the governing body meetings show that governors ask challenging and insightful questions, providing strong challenge as well as offering helpful support to school leaders.
- Governors, like school leaders, are diligent in their attention to safeguarding. They have sensibly commissioned the services of the local authority to undertake a safeguarding review, working with leaders to ensure that identified actions are implemented swiftly. They regularly monitor the single central record to ensure that the correct checks have been made on staff before they join the school.

Safeguarding

- The arrangements for safeguarding are effective.
- The interim headteacher has ensured that safeguarding is a top priority for everyone. Since her arrival, she has put in place improved systems to keep pupils safe. This

includes site security and procedures for entering the school.

- Staff are vigilant and fully understand their responsibilities to keep pupils safe. Leaders ensure that staff are kept up to date on safeguarding matters through regular training. They are determined that the culture of safeguarding in the school is securely embedded and well understood by all.
- Staff are well trained to identify and report any concerns they may have about a pupil's welfare. These are acted upon swiftly, and leaders take effective action to help pupils and their families when concerns do arise.

Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching across the school is variable. Teachers do not use assessment information well to plan next steps in pupils' learning. Activities are not consistently matched closely to pupils' starting points. At times, teachers set tasks that actively hinder pupils' learning. In some classes, learning objectives are confusing and not understood by pupils. Consequently, when this is the case, pupils lose interest in their learning.
- The most able pupils are not routinely challenged in their learning across a wide range of subjects. In mathematics, pupils are given appropriate tasks to complete. However, challenge in other subjects such as science is more inconsistent. As a result, these pupils are not making the progress of which they are capable.
- Teachers' expectations of what pupils can achieve and for the quality of pupils' work are not consistently high. For example, teachers do not routinely encourage pupils to take pride in the presentation of their work, draw scientific diagrams correctly, or pay attention to their handwriting.
- Where teaching is the most effective, teachers use well-devised questioning to deepen pupils' thinking. The use of high-quality texts in some year groups successfully engages pupils and develops their language and comprehension skills. Pupils in Year 6 spoke enthusiastically about a text they had been working on and how it had inspired them in their work.
- The teaching of early reading across key stage 1 is strong. Staff are confident in their delivery of phonics. Well-structured resources that support the phonics programme are effective in enabling pupils to read with accuracy.
- The school fosters a love of reading. Teachers and staff encourage pupils to read widely, introducing them to a range of stories, poems and authors. Pupils talk enthusiastically about the many stories they have listened to or read. They enjoy books from the school's two well-stocked libraries and, as a result, become voracious readers.
- Teachers and teaching assistants have built strong relationships with pupils. Interactions between staff and children are caring and nurturing. Pupils settle to their work eagerly and listen carefully to teachers in their lessons.

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 confident and friendly. They understand the school values of 'nurture, inspire, challenge' and explain confidently how these form part of everyday life at the school.
- Pupils are kind and caring towards each other. They say that bullying is very rare. They accept each other's differences saying, 'The headteacher encourages us to be unique because we are all different.' A well-organised programme of assemblies ensure that pupils are reminded about kindness and respect.
- The school creates a sense of belonging. Pupils are clear that everyone is treated equally. They say, 'nobody is unkind, and everyone is welcomed.' Older pupils with SEND greatly enjoy taking part in a sporting event at a nearby secondary school.
- Pupils relish opportunities to contribute responsibly to the life of the school. They learn about democracy through elections to be a junior governor, sports leader or house captain. Pupils rise maturely to the challenges these positions offer, preparing them well for the next stage of their learning.
- Pupils are encouraged to develop their interests through the many subjects taught through the curriculum as well as the large number of wider activities and after-school clubs such as sewing, drama, dance, art, sport and music clubs. Pupils enjoy the trips that enliven their learning such as visits to Brighton beach or seeing famous landmarks in London.
- Pupils are confident that staff look out for their welfare and are secure in the knowledge that staff would help them out should they have any concerns.
- Pupils can confidently describe how to keep themselves safe online. They talk with enthusiasm about the posters they have produced and the wide range of tasks and opportunities they are given to learn about the importance of e-safety.

Behaviour

- The behaviour of pupils is good.
- Leaders have ensured that the new behaviour policy is understood by all and implemented consistently. Consequently, the number of incidents of poor behaviour has reduced significantly from the beginning of the year.
- Pupils and parents recognise these improvements with one pupil acknowledging that 'our behaviour has gone up a level' and a parent commenting: 'Since the arrival of the new headteacher, order, respect and behaviour have increased massively, with the implementation of basic rules enabling the children to know what is expected of them to be ready to learn.'
- Pupils are eager to learn and participate in their learning cheerfully. Behaviour in lessons is, on the whole, positive. Where teaching is less strong or where work is not well matched to their needs, pupils can lose focus although no disruptive behaviour was observed during the inspection.
- The school is a calm and orderly environment. Pupils conduct themselves well at

breaks, at other social times and when they move around the school. Pupils respect their attractive and organised environment and are rightly proud of their best work that lines the corridors.

- Leaders and staff model the conduct that they expect from pupils. Staff treat pupils with great respect, offering warm words and gentle encouragement. Consequently, pupils show excellent manners, politely opening doors and offering a friendly welcome to visitors.
- Pupils enjoy coming to school. Overall attendance has risen from the previous year and is broadly at the national average. The proportion of pupils who are persistently absent has dropped significantly from the start of the year and is now below the national average.
- Leaders track attendance carefully and work closely with parents to ensure that they understand the importance of sending their children to school regularly. High levels of trust between leaders and parents contribute to this successful work.

Outcomes for pupils

Requires improvement

- Pupils' outcomes require improvement because too many pupils, including disadvantaged pupils, do not make consistently good progress in reading, writing and mathematics by the end of key stage 2.
- In recent years the proportion of pupils at the end of key stage 1 and key stage 2 attaining age-related expectations in reading, writing and mathematics has been below the national average.
- The most able pupils, including the most able disadvantaged, do not achieve well because work is not routinely challenging enough. In 2018, at the end of key stage 2, the proportion of pupils who achieved at the higher standard was below the national average in reading, writing and mathematics, with no pupil achieving the combined measure in reading, writing and mathematics.
- Disadvantaged pupils consistently make less progress than other pupils nationally in reading, writing and mathematics. Disadvantaged pupils' progress lags behind that of their peers and over time has declined. Leaders recognise that provision for this group of pupils is a top priority.
- The teaching of early reading is becoming increasingly more effective across key stage 1. The school's own performance information shows that the proportion of pupils achieving the expected standard in the Year 1 phonics screening check has risen this year and is now broadly at national averages.
- The school's own assessment information and work seen in current pupils' books showed that pupils are making the strongest progress in English and mathematics. However, although outcomes are improving, leaders recognise that there is still much to do, particularly for pupils with SEND and disadvantaged pupils. Improvements are not well enough embedded and teaching overall requires further improvement to enable pupils to achieve well and catch up.

Early years provision

Requires improvement

- Leadership of the early years requires improvement. Leaders recognise this and have sensibly taken a strategic approach to ensure suitable oversight of this area of the school.
- Children do not consistently make the progress of which they are capable. The proportion of children at the end of Reception who achieved a good level of development has been below the national average for the last three years.
- Adults do not have a good enough understanding or awareness of the learning of all children. During independent play adults focus overly on individual children and many opportunities to develop learning, particularly when children are outside, are missed.
- While improvements have been made to the extensive outdoor provision, adults appear hesitant to engage children fully in their outdoor learning. Many activities take place in classrooms and consequently children who are outside quickly lose focus because these activities are not well supported.
- The teaching of reading in early years is variable. Although children receive daily structured phonics lessons, some staff lack confidence in this area. Leaders recognise more work is needed to develop adults' skills and knowledge so children get off to the best possible start with their reading.
- Adults do not skilfully or routinely use the wide variety of books, stories and rhymes in the school to ensure that children acquire a wide vocabulary and develop a love of reading.
- Children enjoy learning in a safe environment. Adults receive appropriate and valuable safety training. Adults give close attention to children's well-being. Relationships between adults and children are warm and caring.
- Children are happy, play well together and show great respect for each other. They understand the expectations for behaviour and enjoy strong friendships. For instance, children were observed during the inspection, engaging in imaginative role play and writing 'fairy' letters to each other.
- All parents spoken to whose children are in the early years and those who responded to Ofsted's online questionnaire, Parent View, were happy with how their children have settled in and the many opportunities they are given to meet with leaders and teachers to discuss their children's school experience. Typical comments included: 'The teaching staff show great compassion and nurture' and 'My son has thoroughly enjoyed his first year at school.'

School details

Unique reference number	125913
Local authority	West Sussex
Inspection number	10088189

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 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	496
Appropriate authority	The governing body
Chair	Shane Hales
Interim headteacher	Joy Waelend
Telephone number	01273 592163
Website	www.glebepprimary.co.uk
Email address	office@glebepprimary.co.uk
Date of previous inspection	16–17 July 2015

Information about this school

- The interim headteacher took up post in September 2018.
- This is a larger than average-sized primary school. The school has three classes in Reception, Year 1, Year 2 and Year 3. There are two classes in Year 4, Year 5 and Year 6.
- The proportion of pupils who are eligible for pupil premium funding is just below the national average for primary schools.
- Most pupils are White British.
- The proportion of pupils with SEND is just below the national average.

Information about this inspection

- Inspectors observed teaching and learning in all classes. All observations were carried out jointly with senior leaders.
- Inspectors met with senior leaders, middle leaders and the inclusion leader.
- The lead inspector met with five governors, including the chair of governors, and held a meeting with a representative from the local authority.
- Inspectors took account of the views of parents by considering the 94 responses to Ofsted’s online survey, Parent View, including 73 free-text comments. Inspectors also spoke informally with parents at the start of both days of the inspection.
- Inspectors met with a range of staff to consider their views of the school. They considered the responses of 41 staff who completed the Ofsted staff survey as well as one letter from a member of staff.
- Inspectors spoke to pupils informally in lessons and at breaktimes. Inspectors met more formally with a group of pupils from Years 1 to 6 and listened to them read.
- Together with leaders, inspectors looked at a range of pupils’ work.
- Inspectors scrutinised documentation including the work of the governors and leaders’ self-evaluation and school improvement plans.
- Inspectors discussed current pupils’ progress, behaviour and attendance with leaders. Safeguarding procedures were also reviewed including the arrangements for keeping pupils safe and for recruiting staff.

Inspection team

Frances Nation, lead inspector	Her Majesty’s Inspector
Stephanie Scutter	Ofsted Inspector
Liz McIntosh	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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