



Gladstone Primary School

Inspection Report

Unique Reference Number 110757
LEA PETERBOROUGH CITY OF PETERBOROUGH LEA
Inspection number 278503
Inspection dates 30 November 2005 to 1 December 2005
Reporting inspector Mr. David Speakman LI

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

Type of school	Primary	School address	Gladstone Street
School category	Community		PE1 2BZ
Age range of pupils	5 to 11		
Gender of pupils	Mixed	Telephone number	01733 343908
Number on roll	396	Fax number	01733 343908
Appropriate authority	The governing body	Chair of governors	Mr. David Jost
Date of previous inspection	Not applicable	Headteacher	Mr. Omar Vawda

Age group 5 to 11	Inspection dates 30 November 2005 - 1 December 2005	Inspection number 278503
-----------------------------	--	------------------------------------

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by three Additional Inspectors

Description of the school

Gladstone Primary School is a larger than average sized school. Pupils are aged between five and eleven. The proportion of pupils on free school meals is above average. The vast majority of pupils come from a Pakistani background and have English as a second language. The proportion of children with special educational needs is above average. Children start school with very low attainment in English because very few have any knowledge of the language before they come to school. The school has achieved the Investors in People Award.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

The inspection team agrees with the school's evaluation that its effectiveness is good. Although standards in English and mathematics remain below average at the end of Year 6, pupils achieve well overall considering that they start from a very low baseline. Very few children have any knowledge of English when they start school. Provision is good in the Foundation Stage and children progress well in acquiring early speaking and listening skills in English and in their personal development, although overall achievement is satisfactory. There is insufficient outdoor learning facility and this limits opportunities for children to learn out of doors. Overall standards remain well below those nationally expected at the end of the reception year. Pupils lack sufficient understanding in reading, writing and speaking and listening in English, which limits their attainment. Those pupils with English as a second language who have achieved a good level of English competence still need further support to enable them to reach the higher levels of which they are capable in other subjects. Pupils' number skills are good, but their ability to understand and solve mathematical problems is limited. Standards in information and communication technology (ICT) are good, both in computer competence and in using computers to enrich learning in other subjects. Pupils have good knowledge and understanding of different periods in history. Pupils have positive attitudes towards school and learning. Behaviour is good throughout the school. Attendance remains below the national average and is unsatisfactory. A small number of pupils are persistently late for school. The school cares well for all pupils, who feel safe and comfortable in school. The school is led and managed well. The headteacher, senior leaders and governors have successfully built a team of teachers and support staff with the skills to provide effectively for pupils' needs. School self-evaluation is good. It draws on a wide range of information, its priorities are appropriate and it supports the school's effectiveness and improvement well. There is a good capacity for further improvement. The school provides good value for money.

What the school should do to improve further

- Raise standards in English and strengthen support for pupils with English as an additional language at different levels of competence in speaking and listening, reading and writing.
- Raise standards in mathematics, paying particular reference to developing problem solving strategies.
- Improve the outdoor learning facilities for children in the Foundation Stage.
- Improve attendance by working with the community to develop strategies to discourage absence and poor punctuality.

Achievement and standards

Grade: 2

From a very low starting point, learners including those with learning difficulties and disabilities, achieve well overall and meet the targets set for them by the end of Year 6. The achievement of children in the Foundation Stage is satisfactory overall but they achieve well in the acquisition of early English communication skills and in their

personal, social and emotional development. Standards in English and mathematics are well below average by the end of Year 2 and, although achievement is satisfactory overall, pupils continue to make good progress in acquiring basic skills in English and in numeracy, enabling them to achieve well in Years 3 to 6. Standards are below average by the end of Year 6. Below average standards in English and language across the curriculum are related to pupils' lack of understanding of text and vocabulary, including subject-specific vocabulary, rather than the basic mechanics of reading and writing. Similarly in mathematics, pupils' number skills and mental calculation are good, but they are weak in devising problem solving strategies, and setting out solutions to problems. This has a negative impact on the outcomes for those pupils capable of attaining the higher levels in mathematics. Good quality work on animation in ICT was seen during the inspection and pupils demonstrated good computer skills both in this work and when using computers in class to support learning in other subjects. Understanding and knowledge in history is good.

Personal development and well-being

Grade: 2

The personal development of the pupils, including their spiritual, moral social and cultural development, is good. Pupils have a strong sense of right and wrong, and have very strong spiritual beliefs. Awareness of cultures other than their own is developing well through carefully planned work and activities. Behaviour is good throughout the school due to high expectations and good relationships. Most pupils enjoy school immensely and this is demonstrated in their approach to learning. However, attendance remains below the national average and is unsatisfactory despite the school's effort to improve this. A small number of pupils are persistently late for school. Pupils make a satisfactory contribution to the community at large and charity collections take place regularly. A school council has been recently set up and pupils show good awareness of the importance of voicing their own views. They take their own responsibility for others seriously. Pupils take advantage of the school's opportunities and adopt a good healthy lifestyle, both in their choice of meals and taking part in physical activity. Links with the community help to further develop pupils' personal qualities. Pupils learn an adequate amount of skills and qualities to equip them for their future.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good throughout the school and promote achievement. In the Foundation Stage children are provided with a wide range of opportunities that effectively develop their English communication skills and their personal development. Teachers generally have a good appreciation of pupils' learning needs, which focus primarily on developing English language skills. Some have specific expertise in teaching pupils with English as an additional language through dedicated training. These teachers

apply their knowledge well to develop pupils' communication skills. Teaching assistants are adept and make a positive contribution to pupils' achievement. Adults have good relationships with pupils and provide praise when deserved, encouraging pupils to be keen and eager learners. Assessment is good. Teachers use information well to set challenging targets and learning tasks. The quality of marking of pupils' work varies. Some is good as it is directly linked to learning objectives and provides helpful comments for pupils to know how to improve. Other marking is limited to general comments and does little to help pupils. The school is aware of this inconsistency. Lesson planning is good. Teachers plan together, ensuring that pupils in different classes in the same year group have the same learning opportunities. They effectively create valid links between different subjects so that learning is interesting, and enables pupils to use and consolidate core skills.

Curriculum and other activities

Grade: 2

The curriculum is planned well. The school makes sure that all activities have a very strong focus on developing pupils' English language and literacy skills from the Foundation Stage onwards. The outside area for the reception children is inadequate and this limits what the school can offer in terms of learning out of doors. All subjects of the National Curriculum are taught in Years 1 to 6 and good links are being forged between subjects as teachers develop a new topic approach to learning. The good programme for extending pupils' personal, social and health education helps them to find out how to stay safe and healthy, and prepares them adequately to take up life in an adult society when they mature. Provision for pupils with learning difficulties and disabilities is good. The good range of clubs and out of school activities has a very positive impact on pupils' personal development. Exciting opportunities for sports, computer, Spanish and science clubs as well as trips to interesting places enhance pupils' enjoyment and achievement beyond the classroom.

Care, guidance and support

Grade: 2

The school's care, guidance and support are good and make a positive contribution to pupils' achievement. Arrangements for safeguarding pupils are robust and regularly reviewed. Health and safety routines and risk assessments are fully in place. Child protection procedures are clear and widely understood by all adults having contact with pupils. As a result, children feel safe and secure, and enjoy coming to school. Focused language support is well planned with regular meetings between teachers, support assistants and outside agencies when necessary. Support programmes for additional English effectively support progress in literacy for specific pupils and challenging targets are set to improve performance. Comprehensive assessment information is regularly updated and used to plan appropriate support for pupils, including gifted and talented ones. However, those pupils who have acquired a good level of competence in English need continued support to enable them to achieve the higher levels in other subjects where possible. The school constantly encourages

parents to be actively involved in their children's education and parents meet regularly with staff to review their children's progress.

Leadership and management

Grade: 2

The leadership of the head teacher, in partnership with the deputy head teacher and the senior leadership team, is effective in building and leading a team of enthusiastic and dedicated staff. Performance management is fully in place and effectively informs the professional development of staff so that they are competent to meet the pupils' learning needs. Those with subject leadership responsibility do their jobs well. The headteacher is keeping a good watch over curriculum development and is highly committed to ensuring that everything stems from the pupils' needs. Provision for pupils with learning difficulties and disabilities is managed well. The coordinator of the provision for pupils with English as an additional language has made a good start and has a good quality action plan to further develop this role. School self-evaluation is thorough, based on a wide range of consultation including staff, governors parents and pupils. It is effective in establishing the school's strengths and weaknesses and means the school has a good capacity for further improvement. Governance is good. The governing body is very supportive and through a good level of challenge, holds the school to account. The governors actively involve themselves both in and outside of the school and are proactive in their involvement with the community to try to improve and develop the school. For example the school and the governing body recognise the lack of parents' skills to enable them to support their children's education more fully. The school is consequently taking part in the Leading Parent Partnership Award project and working with Mosque leaders to try to improve the links with parents and the support they give.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
--	-----------------------	--------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	4	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	4	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

We were pleased to meet you and enjoyed the time we spent in your school. Thank you for making us feel welcome, talking to us and helping us find out about you and your school. You go to a good school. The headteacher, teachers and all other grown-ups working at Gladstone Primary do their very best for you. They look after you well and care for your well being. Your teachers make learning interesting and enjoyable and they work hard to help you make good progress in lessons. Your good behaviour in class helps you to learn effectively. You had good things to say about your school, teachers and friends and it is obvious that you enjoy being there. You told us that you really like the after-school clubs and we agree that these make an important contribution to your learning. There are some things that could be improved and we are asking your headteacher, and teachers to think about helping you all to improve your English even more and to solve problems in mathematics better. We also asked them to provide space and apparatus for the youngest children to play with, and to encourage some pupils not to be absent as much and to come to school on time. We hope you all do well in the future.