



Glapton Primary and Nursery School

Inspection Report

Unique Reference Number 122712
LEA CITY OF NOTTINGHAM LEA
Inspection number 281328
Inspection dates 12 October 2005 to 13 October 2005
Reporting inspector Mr. Paul Weston LI

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

Type of school	Primary	School address	Glapton Lane
School category	Community		NG11 8EA
Age range of pupils	3 to 11		
Gender of pupils	Mixed	Telephone number	01159152936
Number on roll	308	Fax number	01159152937
Appropriate authority	The governing body	Chair of governors	Miss.Marie Brailsford
Date of previous inspection	22 November 1999	Headteacher	Mrs. Sheila Elliott

Age group 3 to 11	Inspection dates 12 October 2005 - 13 October 2005	Inspection number 281328
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors of schools and two additional inspectors.

Description of the school

The school is larger than average, serving an area of social disadvantage near Nottingham. The number of pupils claiming free school meals is about average. The percentage of pupils from minority ethnic backgrounds, and the number for whom English is an additional language (EAL), are lower than normal. Only a small number are at the early stages of acquiring English. There are an average number of pupils with learning difficulties and disabilities. Around half the teachers have joined the school recently.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 4

The school has a number of strengths but its overall effectiveness is not as good as it should be. Standards and quality of education in the Foundation Stage are satisfactory and children make satisfactory progress. By the age of 7, standards are average in reading and mathematics. They are too low in writing, and for the more able pupils and for boys. By the end of Key Stage 2, standards are average in mathematics and science but significant improvement is required in English. The quality of teaching and learning and the curriculum are satisfactory. Recent appointments have seen an improvement in leadership and in planning, although lessons do not always meet the needs of all learners. Teachers do not always expect enough of pupils. More needs to be done in English, particularly in writing. The school needs to check the progress made by different groups of pupils and act on what is found. Children have positive attitudes and enjoy school. There is satisfactory provision for pupils' well-being. Leadership and management of the school are satisfactory. Leaders know the school's priorities and now have a focus on raising standards. However, subject leaders need to work more closely in order to further improve teaching and learning. Satisfactory improvement has been made since the last inspection. The school is now well resourced for information and communication technology (ICT), and the religious education (RE) curriculum is now satisfactory. The school has the capacity to improve further because recent appointments have led to better teaching and improved standards. As a result, the school now provides satisfactory value for money. In accordance with section 13 (3) of the Education Act 2005, HMCI is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a Notice to Improve. Significant improvement is required in relation to standards and achievement in English.

What the school should do to improve further

- Raise standards and improve progress in English, particularly for boys and the brightest pupils - Ensure that lessons are always planned to meet the needs of all learners and that teachers' expectations are always high. - Ensure subject leaders work closely together to share and develop good practice.

Achievement and standards

Grade: 4

When children first start in the nursery their social and communication skills are lower than is typical for their age. They make good progress socially and satisfactory progress in other areas. Therefore, they enter Year 1 with the knowledge and understanding expected for their age in all areas except communication, language and literacy. Standards and achievement are broadly average in mathematics and reading by the time children are 7. There has been recent improvement in reading in Years 1 and 2 but attainment in writing is much too low. Boys do less well than girls in all subjects

in Year 2. The brightest 7 year olds do not achieve as well as they should. Many learners in Key Stage 1 make satisfactory progress in reading, science and mathematics but they do not make good enough progress in their writing. By the time children are 11, attainment is average in mathematics and science. It is not high enough in English. Most children make satisfactory progress in mathematics and science but progress in English, particularly in writing, is inadequate. Children with learning difficulties and disabilities make similar progress to other learners. The school knows improvements are required in English in both key stages and that there is much to do to raise standards if children are to meet the challenging targets set for 2006 and 2007.

Personal development and well-being

Grade: 3

The school considers this to be good but inspectors find it satisfactory with good features. Most pupils enjoy coming to school and are well behaved. They apply themselves well to the work they are given and take pride in their achievements. They are polite and sociable with other pupils, visitors and staff. They like and respect their teachers 'because they are so kind and helpful'. The school council provides a satisfactory means of voicing pupils' views. Members have lobbied successfully for improved play equipment, and they support staff by acting as 'buddies' and 'play partners'. The poor attendance of a small number of pupils and occasional holidays taken in school time mean that attendance is below average. Pupils arrive at school punctually. Pupils' spiritual, moral, social and cultural development is good overall. The school works successfully to help pupils develop a clear understanding of right and wrong and a sense of community. Pupils are made aware of other cultures through their work in art, music, and RE but more could be done to prepare them for life in a multi-cultural society. There is good provision for pupils' well-being. They report that they feel safe and secure. Children know the importance of healthy eating but do not always choose to eat healthily. Current weaknesses in writing do not prepare children sufficiently for their future.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory. Teachers provide a suitable range of activities so pupils are interested and behave well in lessons. Almost half the teachers are new to the school and this term the school is buzzing with a shared desire to teach well and raise standards. As a result of improved planning and expectations, standards are already improving in mathematics and science. Currently, teaching and learning are never less than satisfactory and often good or better. During the inspection there were examples of outstanding teaching in English and mathematics where teachers had high expectations of learners. Exciting teaching methods inspired pupils to make exceptional progress. This was exemplified when pupils in Years 1 and 2 increased their spelling skills with impressive concentration by 'finger writing' on each other's

backs. In satisfactory lessons pupils make no more than reasonable progress because planned tasks are not always fully adjusted to suit different individuals' needs. While there are good examples of marking which help pupils understand how to improve their work, it is still too variable. Targets are pasted into pupils' books; however, they are not always understood by pupils and are of limited use.

Curriculum and other activities

Grade: 3

Throughout the school the curriculum meets the needs of pupils satisfactorily and supports their social and moral development effectively. Suitable arrangements are in place to develop pupils' health awareness and their capacity to keep safe. The nursery and reception classes manage a suitable balance between adult led and child initiated activities. The school has successfully developed more practical work in science recently. As a result, standards in this subject are beginning to rise. Provision for information and communication technology is much improved, with better resources and staff development. Lessons are now better planned to suit pupils' individual needs. This is because teachers link subjects in lessons, which pupils enjoy. Pupils speak highly of special events such as science and music 'theme' days. However, they are less impressed with the choice of after-school clubs, which they feel is too limited. Staff have rightly identified the need to ensure that pupils develop their writing in subjects other than English, but have yet to firm up their ideas and put them into practice consistently.

Care, guidance and support

Grade: 3

The school provides satisfactory care for its pupils. Staff are committed to pupils' care and welfare but the goals which they set for them are not always sufficiently challenging. Better support and guidance is required for boys, brighter pupils and for pupils' writing. Learners are encouraged to maintain fit, safe and healthy bodies and minds. There are effective child protection procedures. Risk assessments are completed as required, ensuring a safe environment. The school has positive relationships with most parents and good relationships with other professionals such as the Educational Welfare Officer. Pupils learn about their rights and responsibilities and are able to seek advice and guidance when necessary. The 'buddy system' works well within the school and helps develop pupils' academic and social skills. These make a strong contribution to their well-being. Pupils are well supported by 'play leaders' who provide valuable guidance and support during break times.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The headteacher successfully leads a team who are caring, friendly and committed to raising standards for all pupils. They share an interest in children's personal development and well-being. Relationships are good and there is a strong sense of commitment to meeting the needs of individual

children. The school runs smoothly and is an orderly and welcoming place. A collective sense of purpose now means that the school has the capacity to improve further. The new team is increasingly effective and their impact is now showing green shoots of improvement. For example, the emphasis on teaching and learning has improved standards in mathematics and science. The headteacher and leadership team rightly understand that more effective leadership of subjects is required to raise standards further. They are beginning to tackle weaknesses. Subject leaders have made a satisfactory start in checking how well teachers and learners are doing. They are at the early stages of using the information they collect to improve the quality of teaching and learning. Inspectors agree with the school that the next step is to check the progress made by different groups of pupils and act on what they find. Governors are supportive and fulfil their statutory duties. They are well informed about the areas for development. In order to play their part in ensuring the staff keep up the momentum governors need to increase their contact with subject leaders. The school's analysis of its strengths and weaknesses is broadly accurate. The school has made significant improvements since the last inspection in ICT, RE and making sure all children are taught in class and not taken out for their lessons.

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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
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	4	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	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?	4	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	4	NA
How well learners with learning difficulties and disabilities make progress	4	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3	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	3	NA
The extent to which learners adopt safe practices	3	NA
The extent to which learners adopt healthy lifestyles	3	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	4	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	3	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?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	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

Thank you for the help you gave to inspectors when we visited your school recently. We really appreciated your friendliness and politeness and the way you helped look after us. What you told us about the school was very helpful. We would like to tell you what we think as well. There are lots of good things happening at Glapton Primary School. We were impressed by your behaviour in school and the way you get on with each other. Every school wants to get better and we have suggested a few things that we would like your teachers to do which will help you learn even more. The people who lead the school could check more closely how well you are doing in lessons to help the teaching improve. Teachers should share all the good things that are happening in school so that they can learn from each other and get even better. You are working hard to improve your science and mathematics but you need to do better in your English, especially in writing. You can help your teachers by working as hard at your writing as you have with your maths and use your writing skills as often as possible. We feel certain that everyone at the school will continue to work hard to help you learn in the future. You have some challenging targets for 2006. Continue to work hard and good luck for the future.