



Glebelands School

Inspection Report

Unique Reference Number 125259
LEA Surrey LEA
Inspection number 281926
Inspection dates 1 February 2006 to 2 February 2006
Reporting inspector Ramesh Kapadia HMI

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

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|------------------------------------|--------------------|---------------------------|---------------------|
| Type of school | Comprehensive | School address | Parsonage Road |
| School category | Community | | Cranleigh |
| Age range of pupils | 11 to 16 | | GU6 7AN |
| Gender of pupils | Mixed | Telephone number | 01483 542400 |
| Number on roll | 859 | Fax number | 01483 542401 |
| Appropriate authority | The governing body | Chair of governors | Mrs Stella Halloran |
| Date of previous inspection | 6 March 2000 | Headteacher | Mrs Nikki Knight |

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| Age group | Inspection dates | Inspection number |
| 11 to 16 | 1 February 2006 - 2 February 2006 | 281926 |

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Introduction

The inspection was carried out by a team of four inspectors, including three Additional Inspectors and led by one of Her Majesty's Inspectors of Schools.

Description of the school

Glebelands is a comprehensive school serving the semi-rural community around Cranleigh. It has 859 students aged 11 to 16. The percentage of students entitled to free school meals is low. The percentage with special educational needs (SEN) is well above the national average, including some who have a statement. The students are predominantly white, with very few from ethnic minorities. The school has specialist status in science.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Inspectors judge that this is an improving school, with proven capacity to improve further. Both achievement and overall effectiveness are satisfactory; all other aspects are good, including teaching. The school's self evaluation is honest and makes generally similar judgements. A new headteacher has galvanised staff and inspired them to focus collaboratively on enabling students to learn confidently, with a clear drive to raise standards, which are above average. Attainment in the General Certificate of Education (GCSE) is above average in almost all subjects. A notable feature is that all students attained 5 or more graded results, including English and mathematics in 2005, showing the school's strong commitment to inclusion. Achievement is satisfactory. There is some variation in standards between subjects: English and science are strong in comparison to mathematics. The curriculum is well designed to meet students' needs, including vocational education, and enhanced by the school's specialist status. Teaching is good, with examples of outstanding teaching in several areas. The school recognises the need for providing more challenge and better matched work to enhance learning and increase the rate of progress. Students' personal development and care are good, with excellent support for students with SEN. The school, which gives good value for money, is well led by a reflective and self-critical headteacher and her supportive strategic leadership team; middle leaders are undertaking self evaluations to help to embed improvements in teaching. A strong governing body is supportive of the school, holding it to account when appropriate and providing strategic leadership. There have been clear improvements recently indicating that the school is poised to become increasingly effective.

What the school should do to improve further

* consolidate the steps already being taken to ensure students make good progress throughout the school* continue to improve the match of work to students' needs and styles of learning, particularly focusing on those who are higher attaining* raise standards in mathematics further by improving the quality of teaching.

Achievement and standards

Grade: 3

Achievement is satisfactory, with signs that it is improving at both Key Stages 3 and 4 (KS3 and KS4), where test and examination results are above national averages. Students start in Year 7 with standards which are above average. Over recent years, progress in KS3 has been satisfactory with test results which are above average. In 2005, overall achievement at KS3 was good, and particularly in English and science. GCSE results improved significantly last year, reflecting satisfactory achievement from Year 7 to Year 11. Underachievement in 2004, particularly of boys, was much reduced, and their results were at a similar level to girls. Students performed well in many subjects including English language, science, art, drama, design and technology (DT), geography, physical education (PE) and vocational studies. Standards in mathematics are not as

high as they should be: higher attaining pupils need more challenge in their learning. Students with SEN achieve well throughout the school because of the support and challenge they are given. In contrast, the school recognises that a higher proportion of students are capable of reaching level 6 in foundation subjects in Year 9, and the highest grades in GCSE in Year 11. Systematic work has been undertaken on target setting and most students are on course to meet the more challenging targets which have been set for them.

Personal development and well-being

Grade: 2

Students' personal development is good. They show their enjoyment of learning by their very good attendance. They willingly contribute to lessons and generally behave very well. Despite parental concern about inappropriate behaviour, none was observed. However, students confirm that there are minor disruptions in a few lessons; this is being addressed by senior management. The number of fixed term exclusions is slightly high, but the reasons are analyzed carefully and linked to the agreed policy on sanctions. Students develop very good relationships with teachers and trust them. They feel that isolated cases of bullying are dealt with effectively by teachers. Students develop well spiritually, morally and socially, and grow in self confidence. They express themselves confidently in class discussions, respond sensibly to each others' views and reflect thoughtfully on ethical issues. Cultural development is satisfactory. They develop their awareness of other cultures and traditions in religious education, but too rarely in other subjects. The school council has suggested ways in which the school can improve, influencing decisions about school uniform and ways of tackling any bullying. Many students take part in a good range of sports at lunchtime and after school. After initial resistance to the introduction of healthier meals in the canteen, many are now eating more healthily, an aspect which is well promoted. Students' future economic well-being is successfully developed through a systematically organised programme of careers education and the acquisition of the basic skills.

Quality of provision

Teaching and learning

Grade: 2

Inspectors judged that teaching and learning are good; this is more positive than the school's view, which was based on observations last year. Better teaching is beginning to improve achievement but has not yet had its full impact on students' progress. All the 18 lessons observed were at least satisfactory; almost four fifths were good, and three were outstanding. Outstanding lessons were observed in English, geography and science. For example, students used peer assessment in English to enhance their understanding of subordinate clauses in a lesson which was carefully structured by the teacher. Even a parent commented on her child 'being stretched by lively and fun' lessons in chemistry. In a good lesson in mathematics, work was carefully matched to two groups who were working at different levels. However, some work in mathematics

was less well matched to students' needs and resulted in slow progress. Systematic monitoring by the headteacher has led to an accurate analysis of strengths and weaknesses across the school with action being taken where necessary, including support mechanisms in modern languages which are having a positive effect. The school is improving teaching further so that it is well matched to varied learning styles and stretches students who are higher attaining. The school's focus on embedding assessment for learning is developing well and there was evidence in some lessons of the use of self assessment by students to set targets for improvement. However, homework is not always set according to the agreed schedule, a concern raised by a few parents.

Curriculum and other activities

Grade: 2

The school's good curriculum is having a positive impact on improving standards and students' enjoyment of school. Statutory requirements are met. Past inadequacies in information and communication technology (ICT) and DT have been rectified. The curriculum is effectively enriched by a wide range of well attended extra curricular activities which complement others available in the local community. There is a lively programme for gifted and talented students as well as a summer school. Good curricular links with feeder primary schools help students get off to a flying start in Year 7, where a weekly lesson helps them to understand 'how to learn.' Extra literacy lessons boost students' confidence and capacity to cope with the more demanding secondary curriculum. Many students say they are able to study the GCSE courses they want from a good selection which matches their abilities and aspirations. An increasing range of vocational courses in KS4, delivered in collaboration with a local federation of schools, is provided. The English and science departments have enhanced their schemes of work to enable individual students to learn in ways which suits them best. One boy said he liked science because 'it is interactive, varied and really makes me think!'

Care, guidance and support

Grade: 2

The school provides very good care, guidance and support for students. This begins with a three-day introduction to the secondary school in Year 6. Support for those with SEN and other vulnerable children is outstanding. Procedures for identifying, assessing and responding to their needs are very efficient. They result in comprehensive individual education plans that are helpful for teachers and ensure that students receive the help they need. Excellent links with outside agencies ensure that the school also meets more severe needs very effectively. Senior managers listen and respond to the views of the school council; year councils are also being developed. The recent introduction of Year 11 students mentoring Year 7 is one of several initiatives that encourage students to contribute more to their own community. The use of target setting is increasingly effective; parents are very supportive of the tutor review days, which ensure that students know what they need to do to improve. Careers advice is

well organised and is effectively supported by good links with the Connexions service: virtually all students go on to further education, training or work.

Leadership and management

Grade: 2

The leadership and management of the school are good. Strong strategic leadership from the head and her strategic leadership team, with good support from governors, have enabled the school to develop a common vision. An energetic headteacher began at the school in 2004 and recognised, with governors, that the results in GCSE were disappointing. A careful analysis was undertaken and strategies, both short-term and long-term, were put in place. This motivated staff to concentrate on raising expectations, particularly of boys, and led to much improved GCSE results in 2005. The main issues raised in the previous inspection report have been addressed effectively. The school's action plan, based on systematic self-evaluation, is focused on three key strategic priorities of improving progression, promoting engagement of students in learning, and promoting active links with the community. Middle leaders now produce self evaluation reports; the better ones track students' progress and learning, based on a range of evidence including formal lesson observations. Specialist status in science has had a positive impact on the school ethos and also on teaching in English and science. Improvements have been made in the accommodation; resources for learning have been enhanced so that every classroom has a data projector or interactive whiteboard. The governors have been involved in key strategic areas such as the five year school plan and the bid for science status. The links governors have with departments and other parts of the school enable them to get an in-depth view of performance, areas for improvements and possible barriers which need to be addressed. The school gives good value for money.

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Inspection judgements

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|--------------------------------------------------------------------------------------------------------------|-----------------------|--------------|
| <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? | 3 | 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? | 3 | NA |
| The standards ¹ reached by learners | 2 | NA |
| How well learners make progress, taking account of any significant variations between groups of learners | 3 | 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 | 2 | 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 | 2 | NA |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 2 | 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 | Yes |
| Education for all learners aged 14–19 provides an understanding of employment and the economy | Yes |

Text from letter to pupils explaining the findings of the inspection

Thank you very much for welcoming us when we came to inspect your school on 1 and 2 February 2006 and showing us around. We enjoyed talking to you and hearing what you feel about the school. Your views are important in helping the school to become even better.

The particular strengths of the school, which we judged to be satisfactory overall, with lots of good features, are: * you are proud of your school * by the end of Year 11 you have made satisfactory progress in GCSE: last year everyone got 5 or more passes * teaching is good and improving * you grow in self confidence and express yourselves confidently in discussions, and respond sensibly to each other * good support from the school means that almost all of you go on to study further and a few of you get a job after you leave * your new headteacher and staff have worked hard together and improved the school's accommodation and ICT facilities.

Of course, there are always things that could be better: * your progress could be further improved * teachers could make lessons even more interesting and challenging, especially in mathematics. Good luck with your work and your future.