



Glebe First and Middle School

Inspection Report

Unique Reference Number 102224
Local Authority Harrow
Inspection number 286312
Inspection date 4 December 2006
Reporting inspector Sue Vale

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

Type of school	Primary	School address	D'Arcy Gardens
School category	Community		Kenton
Age range of pupils	3-12		Harrow HA3 9JU
Gender of pupils	Mixed	Telephone number	020 8204 6564
Number on roll (school)	398	Fax number	020 8204 8155
Appropriate authority	The governing body	Chair	Mrs Jill Evans
		Headteacher	Mrs Donna Barratt
Date of previous school inspection	11 March 2002		

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

Glebe First and Middle school is situated in the west London Borough of Harrow in a culturally diverse community. Increasing numbers of pupils, around 90%, are learning English as an additional language. The proportion of pupils with learning difficulties and disabilities is average. Mobility, at around a third, is high. The school is rapidly growing in number, for example 100 pupils have been admitted to the school other than the expected time since September, but only 19 have left. It has doubled in size in the last four years. It is a full service extended school.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Glebe First and Middle School is a good school with some outstanding features. It provides a good standard of education for its pupils. The needs of the pupils are central to all that the school does. As a result, the pupils' personal development and well being are outstanding. Pupils really enjoy learning. As one pupil in Year 7 said about the changes which they have seen in the last four years, 'As a (school) team we've made Glebe a better place to learn'.

Parents are pleased with what the school offers. The care, guidance and support for individual pupils are very good, and the majority of pupils are fully involved in their own learning. Family learning encourages the full participation of parents and the school prides itself on being central to the community which it serves.

The leadership and management of the school are outstanding and are central to the school's improvement. All concerned have a clear view of the school's strengths and weaknesses and an accurate assessment of what it needs to do to improve further. The school has tackled the issues from the last inspection effectively and the provision for information and communication technology (ICT) is much improved. Standards have also improved in English, mathematics and science for the older pupils, but target setting is not used consistently to raise standards for pupils in Years 1 and 2. Teaching is consistently good. Attendance for a small number of families is still an issue as it was at the time of the last inspection but the school is doing what it should be to encourage these families to attend regularly. The capacity to improve further is outstanding. Governors make a very strong contribution not just to the school itself but to the role of the school in the way it supports the local community.

The curriculum is enriched by a wide range of activities. The transition from the Foundation Stage to Year 1 curriculum is very good and the strategies which the school has put in place to support those pupils who are not yet ready for the National Curriculum are having a positive impact on the standards which pupils in Year 2 are reaching. There is good support for the increasing numbers of pupils who are new to learning English, so that their spoken language develops quickly. Teaching and learning are good. Well planned lessons interest and motivate the pupils. Basic skills in literacy and numeracy are taught well giving them a strong foundation for the next stage of their education. Most of the children begin school with well below average skills particularly in their language and social development and they make good progress. Pupils continue to make very good progress and achieve well as they progress through the school so that they reach average standards by the end of Year 6.

What the school should do to improve further

- Use target setting consistently in Years 1 and 2 in order for pupils to understand clearly what they need to do to improve their work so that standards are raised.

Achievement and standards

Grade: 2

Achievement is good. The make up of the school has changed considerably over the last few years; it has almost doubled in size and there are increasing numbers of pupils who are new to learning English. Glebe First and Middle school has adapted well to these changes and introduced a number of new strategies that allow pupils to make very good progress and to achieve well as they move through the school. Attainment on entry is well below what is expected for children when they start Nursery and Reception. Many have weak social and language skills. Children make a good start in the nursery and Reception classes and they build on this to reach below average standards by Year 2 in reading, writing, mathematics and science. Pupils continue to make very good progress as they move through the school so that by the end of Year 6 they reach average standards in English, mathematics and science. This continues so that pupils achieve well throughout their time in Year 7.

Personal development and well-being

Grade: 1

Pupils' personal development and well being are outstanding because this is central to all that the school does. The spiritual, moral, social and cultural development of pupils are outstanding. Pupils say that they enjoy coming to school, know the importance of a healthy life style and keeping safe and in lessons show a keen interest in learning. Their behaviour is excellent. Pupils make a strong contribution to their community. They are proud of their school and feel that they have a say in what goes on in it through the school council and 'eco warriors'. For example, the school council listens to pupils' opinions and uses them very effectively to make the school a better place for everyone. This can be seen in the way they re-designed the youngest children's playground so that it was more suitable for their needs.

Quality of provision

Teaching and learning

Grade: 2

Pupils are taught well. The good subject knowledge of teachers along with good support from the teaching assistants motivates and helps pupils to make good progress. Lessons are very well planned and organised. Clear explanations by teachers about what pupils are learning and why helps them to achieve well and make very good progress in their learning. Pupils themselves believe that teachers are 'really good at explaining things clearly so that helps us to learn'. Assessment of what pupils are learning and how they are doing is good but targets are not consistently set in Years 1 and 2 in order for pupils to know how to improve their work further. The well focused support for pupils who are new to learning English in Years 1 and 2 helps them to

develop their speaking and listening skills. This is particularly beneficial and is having a positive impact in helping to raise standards.

Curriculum and other activities

Grade: 1

The curriculum is excellent. Pupils enjoy a well planned, broad and interesting range of activities that promote effective learning. It is enriched by a very good range of extra-curricular and other activities. The learning ethos is strong and the newly refurbished school creates a pleasant and stimulating environment. The transition project to support pupils as they move from the Foundation Stage and into Year 1 has been a success and is helping to raise standards. The school has rightly placed an emphasis in the curriculum on developing pupils' speaking and listening skills and this is helping pupils to make good progress and raise standards. Pupils say that they find the curriculum interesting. Pupils in Year 7 are fortunate to be linked with the local high school and to have access to the laboratories there so that they can work to a higher standard in science than the resources in their own school allow. This shows how the school adapts to the individual needs of pupils.

Care, guidance and support

Grade: 2

The school cares for its pupils well and they receive very good guidance and support from their teachers, other staff and, where necessary, other agencies. Child protection arrangements are fully in place and there are good systems for ensuring pupils' health and safety. Gifted and talented pupils are identified and their strengths encouraged. There is good tracking of pupils' academic progress against their challenging targets. Regular assessments ensure that teachers know what is needed for the pupils in their care to do next to improve but targets are not always consistently applied in order for pupils to know how to improve their work, especially in Years 1 and 2. An outstanding feature at Glebe is the way older pupils assess their own work and are instrumental in setting their own personal and academic targets. This gives them ownership of what they do and achieve.

Leadership and management

Grade: 1

Leadership and management are outstanding. There is a strong commitment from all involved with the school to put the pupils at the centre of all that they do. Leadership by the headteacher is excellent and she leads by example. High aspirations by leadership of how the school can support and be involved in the community are central to the focus of its development. The school's evaluation of its strengths and weaknesses is extremely accurate and well focused. The school improvement plan is strong and the areas identified for development are being consistently implemented across the school. The school has adapted well to the changing needs of its pupils and has initiated strategies that fully support the raising of standards and achievement. The governing

body is fully committed to the development of the school as central to the needs of the community. They ask relevant and searching questions, are fully aware of the strengths and areas for development and are very supportive of all that the school does.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	2
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	3
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	2

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

It was lovely to meet some of you when I came to inspect your school.

I agree with you that Glebe First and Middle School is a good school. There are lots of things which you do well.

- you work hard and achieve well
- you are kind to each other and look after others
- your teachers plan good lessons for you and help you to make good progress in your learning. They are good teachers
- your headteacher leads and manages your school very well
- your personal development and well being are outstanding
- you are cared for very well by your teachers and other adults.

Some of you in Years 1 and 2 need to look at the way you set your targets, and use them more consistently to help your work get even better.

Regards

Sue ValeLead Inspector