

# Glebelands Primary School

## Inspection report

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<b>Unique Reference Number</b>	110777
<b>Local Authority</b>	CAMBRIDGESHIRE
<b>Inspection number</b>	288769
<b>Inspection dates</b>	14–15 June 2007
<b>Reporting inspector</b>	Robert Drew

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	396
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Charlotte Arnold
<b>Headteacher</b>	Ms Lisa Sharratt
<b>Date of previous school inspection</b>	17 June 2002
<b>School address</b>	Farriers Gate Chatteris Cambridgeshire PE16 6EZ
<b>Telephone number</b>	01354695915
<b>Fax number</b>	01354695915

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Glebelands is a larger than average school serving the small market town of Chatteris. The great majority of pupils are White British, with about 5% from minority ethnic backgrounds. Very few speak English as an additional language. The proportion of pupils coming from homes with experience of higher education is well below average. There are fewer pupils than average with learning difficulties or disabilities, but a higher than average proportion have statements of special educational need. The school has achieved Healthy Schools status.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

The school's effectiveness is satisfactory with some good features. This closely matches the school's own evaluation of its work. Leadership and management are good and capable of raising standards further.

Pupils' personal development is good. From entering the school with often weak social and personal skills, pupils acquire mature, constructive attitudes and behave well. Their spiritual, moral, social and cultural development is good. Pupils show better than average awareness of personal safety, how to live healthy lifestyles and a willingness to contribute to others in the community. This is especially clear in their visits to sheltered housing in the town at Christmas and Harvest and in their involvement in local arts festivals. This personal progress is the outcome of good care, guidance and support from the school. Staff set clear expectations and are quick to recognise and support pupils' specific needs. The curriculum and extra-curricular activities are good, especially educational visits, music and sport.

The recently improved tracking arrangements ensure that academic progress is well monitored and supported. Standards in core subjects have tended to vary at both key stages but are currently rising. They are below average in Key Stage 1 and broadly average in Key Stage 2. Achievement overall is satisfactory. For many pupils achievement is good, especially for those with learning difficulties and disabilities and those in the Foundation Stage. However, performance is too inconsistent and achievement between Key Stages 1 and 2 has only recently become satisfactory. Too few able pupils gain the higher levels and boys have tended to make less progress than they should. However, standards and progress are also improving because of monitoring of teaching and beneficial changes to the curriculum. The curriculum now provides secure continuity from the good provision in the Foundation Stage through to Key Stage 2. It offers a wide range of subjects and has excellent provision in art and music. Currently teaching and learning are satisfactory overall, with much that is good. The proportion of outstanding teaching and learning is limited, but the school has taken successful action to eliminate inadequate performance. The best lessons show very active involvement by pupils because of practical tasks, a very quick pace and good use of assessment data to guide teaching. Weaker features are a slower pace in some lessons, inconsistencies in the use of assessment and the variable quality of the final part of the session to review what has been learned.

The headteacher provides clear direction for the school and sets increasingly high expectations. A good but relatively new senior leadership team supports her effectively. Together they have changed many areas for the better and laid the foundations for further improvement. Staffing difficulties have hindered progress in the past but recruitment is improving. Subject leaders have a good awareness of their responsibilities and lead well. Governors give good support and direction to senior staff. The school has analysed its provision accurately and its recent successes show a good capacity for further improvement. Value for money is satisfactory and improving.

### What the school should do to improve further

- Reduce the variability in achievement from year to year and establish steadily improving trends in standards at both key stages.
- Increase the challenge in the curriculum and levels of expectation in lessons for boys and for able pupils of both genders to raise standards for these groups.
- Ensure that more of the teaching demonstrates the effective pace, use of assessment and plenary sessions seen in the best lessons.

- Take urgent steps to ensure better continuity in staffing.

A small proportion of schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Achievement is satisfactory overall, with strong features but some inconsistencies. Pupils enter the school with below average standards and make good progress in the Foundation Stage. Pupils with learning difficulties or disabilities in all year groups also make good progress. In music and art, standards are particularly high with some fine specialist teaching and real enthusiasm from pupils. There is variability elsewhere, but the school is working successfully to achieve better consistency. Attainment at the end of Key Stage 1 is below average in English, mathematics and science. A brief decline in standards has been halted, so that progress in Key Stage 1 is now satisfactory. Achievement between Key Stages 1 and 2 has also varied but is currently satisfactory. In 2006 in mathematics and science, Year 6 pupils' work was close to national levels overall, but too few gained the higher level, Level 5. Amongst current Year 6, standards are higher but still broadly average in these two subjects, including the proportion at Level 5. English standards are average. Middle ability boys made less progress in 2006 than those nationally, but are currently learning well in lessons. The school has established a firm foundation for good achievement and the benefits of recent changes are beginning to be felt.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development and well-being are good. When they leave, their spiritual, moral, social and cultural awareness is far stronger than when they entered school. The vast majority of pupils have positive attitudes to learning and behave well. They enjoy coming to school and speak enthusiastically about it. Attendance is broadly average. Pupils with learning difficulties and disabilities learn to socialise with others through regular visits to the library, local shops and a riding school. Pupils in Years 5 and 6 develop good levels of independence, confidence and teamwork through their residential experiences. Pupils show concern for others by fund-raising for the local and international community and visiting local elderly residents. School council representatives take their responsibilities seriously. Pupils feel safe and know there is always someone to help them if needed. Bullying happens occasionally but is dealt with effectively. Pupils are aware of how to live healthily. Standards achieved in literacy, numeracy and information and communication technology provide a satisfactory grounding for the next stage of their education.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Although satisfactory overall, there is some good and outstanding teaching in the school. This is characterised by high expectations, work that is imaginative and pupils who are fully engaged. This occurred, for example, in a Year 5 lesson when pupils debated issues surrounding child labour in Victorian times. Teachers have good relationships with pupils and the behaviour in most lessons is good. Teaching assistants provide very good support for the teachers. They

work well with pupils and are respected by them. In particular, their work is effective with those pupils with learning difficulties and disabilities and is a major contribution towards pupils' good progress. Planning is usually satisfactory but does not always make clear the level of challenge expected of the more able pupils. The marking of pupils' work is not consistent in making clear what pupils have done well or how they can improve. Some lessons do not have sufficient pace or enough active pupil involvement to support good learning and the whole-class sessions at the end of lessons are not always used effectively to reinforce learning.

## **Curriculum and other activities**

### **Grade: 2**

The recently reorganised curriculum is having a good impact on learning. Its focus on key skills to support pupils' lifelong learning, rather than on extensive content, has begun to promote good continuity in pupils' progress. The school can see a clear difference already in the engagement of the pupils and in their behaviour. It is too early to make accurate judgements about the impact on standards, although the introduction of a more creative focus has already led to higher standards in music and art and design. The school offers a good range of enrichment activities through visits, visitors and residential trips providing outdoor and adventurous activities. There is also a broadly typical range of extra-curricular clubs.

## **Care, guidance and support**

### **Grade: 2**

The school provides a supportive and caring ethos which is appreciated by the pupils. Rigorous procedures for safeguarding children are in place and fully meet statutory requirements. The school actively promotes the development of healthy lifestyles, shown by its Healthy Schools status. The school provides fruit, water and healthy lunches. Teaching assistants and external agencies provide good support for vulnerable pupils and those with learning difficulties and disabilities. Good procedures for monitoring pupils' academic development are in place and mainly used well by staff. These identify individual pupils' needs so that a broad range of intervention strategies can be used to ensure they make good progress. Pupils with behavioural and emotional difficulties receive effective support and guidance and improvements in their behaviour can be seen. Pupils have learning targets which they understand, although the variability of marking does not always help them check their progress towards these. Strong links with the secondary school ensure a smooth transition for the pupils.

## **Leadership and management**

### **Grade: 2**

This school is well led and managed. Many recent improvements have been made including the creation of a strong senior leadership team, a revised curriculum, better tracking systems and much improved behaviour and attitudes amongst pupils. Monitoring has become good, helping the school analyse its strengths and weaknesses accurately. Action has followed analysis, including changes to provision, placing higher expectations on staff and pursuing matters rigorously when targets are not met. The school improvement plan identifies appropriate aims and is being implemented effectively. Improvement has been hindered in some areas by staff turnover, but, despite this, pupils' personal development and academic progress are currently stronger than previously. Leadership of provision for pupils with learning difficulties or disabilities

is particularly good and subject leaders in core subjects lead their areas well. Governors show a good knowledge of their school and provide strong support and strategic guidance.

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## Annex A

## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

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

### Personal development and well-being

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

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	2

<sup>1</sup> 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.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	2
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**

18 June 2007

Dear Pupils

Inspection of Glebelands Primary School, Chatteris, PE16 6EZ

Thank you for the welcome you gave us during our recent visit to Glebelands, especially those who gave up time to speak to us.

We enjoyed our visit because many things are working well at your school:

- the school is well led and managed
- it is especially good at helping those of you who find learning difficult
- standards are very high in art and music
- the topics you study have been chosen well and make learning interesting
- many lessons are taught well
- it gives you lots of opportunities to become confident and good at working with others.

If it is going to get even better, it needs to:

- help able pupils reach higher standards
- find ways of helping boys improve their standards
- make sure all lessons are really good
- make sure results don't vary so much from year to year.

Best wishes for the rest of your time at Glebelands.

Yours sincerely

Robert Drew

Lead Inspector