



Glenmere Community Primary School

Inspection Report

Unique Reference Number 119962
Local Authority Leicestershire
Inspection number 291584
Inspection dates 13–14 December 2006
Reporting inspector Timothy Bristow HMI

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

Type of school	Primary	School address	Estoril Avenue
School category	Community		Wigston
Age range of pupils	4–10		LE18 3RD
Gender of pupils	Mixed	Telephone number	0116 2882228
Number on roll (school)	183	Fax number	0116 2881685
Appropriate authority	The governing body	Chair	Julian Thornhill
		Headteacher	Jenny Barrett
Date of previous school inspection	5 February 2001		

Age group 4–10	Inspection dates 13–14 December 2006	Inspection number 291584
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors of Schools, and an Additional Inspector.

Description of the school

Glenmere Community Primary School is smaller than most primary schools. When pupils enter the school aged four, standards are broadly average. Pupils leave school at the end of Year 5. About 50% of the pupils come from outside the area that is normally served by the school. The number of pupils with learning difficulties and/or disabilities is well below average as is the proportion of pupils eligible for free school meals. The proportion of pupils from minority ethnic groups is below average. The school has 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

This is a good school. The inspection findings confirm the schools' own evaluation of its effectiveness. This is due to the headteacher's good leadership in motivating staff and providing clear direction for improvements in provision. Teachers have responded to this by working closely as a team to improve their teaching. In consequence pupils make good progress and standards are very high when they reach the end of Year 5. The quality of provision and the resulting progress made by children in the Foundation Stage is good. The school demonstrates good capacity for future improvement.

The school is a happy one in which pupils feel well cared for. Clear guidelines and support systems for pastoral care mean that pupils feel safe, secure and well looked after. The behaviour of pupils is good. Pupils are considerate and caring towards each other. An emphasis on healthy eating at meals and snack times means that pupils are well aware of what constitutes a nutritious diet. The school has created an environment that nurtures independence, which means pupils enjoy their work and confidently meet the challenges presented to them. The school is characterised by pupils who make an outstanding contribution to the community. The school council takes an active lead in improving the environment, for example by raising money for play equipment. Pupils of all ages are willing to get involved in charity events and show genuine care and concern for those less fortunate than themselves. Pupils leave school well prepared for education in secondary school.

The good progress made by different groups of pupils is ably supported by good teaching and well trained teaching assistants. Assessment information is used for tracking progress. This information is not used enough to establish stronger links between pupils' targets and marking. This would enable teachers to advise pupils on improvements to their work. Standards in writing have risen since the previous inspection, but the standard of handwriting and the presentation of pupils' work could be higher.

The school provides an enriching curriculum with a number of stimulating activities. Themed events, for example 'Pirate Day' and 'Anti – Bullying Week,' as well as large numbers of educational visits all contribute to the pleasure pupils get from learning. Teachers have worked hard to establish a broad curriculum. The curriculum is not yet fully balanced because pupils do not practise some skills learnt regularly enough.

What the school should do to improve further

- Fully involve pupils in their own learning by using assessment information, targets and marking to give them clear guidance about what they have to do to improve.
- Ensure that the curriculum is balanced so that pupils regularly practise the skills learnt in all subjects.
- Improve the standards of pupils' handwriting and presentation.

Achievement and standards

Grade: 2

Achievement and standards are good. Children start school with the knowledge and skills typical of their age. They make good progress in Reception and Years 1 and 2. This is reflected in the Year 2 tests in 2006, which were above average in reading and mathematics, and in the high standards of pupils' current work. Their good progress continues through Key Stage 2 and standards are very high by the end of Year 5. Standards in writing are lower than in mathematics and reading but have risen steadily and are in line with national expectations. Standards in handwriting and presentation are satisfactory, but not as high as they could be because the school does not have clear and consistent expectations of pupils. The standards achieved by pupils in information and communication technology have risen considerably since the last inspection because of improvements in provision.

Personal development and well-being

Grade: 2

The pupils' personal development is good. Attendance is above average and pupils enjoy coming to school. They are polite, articulate and eager to tell visitors about their school. Relationships with adults are strong and pupils willingly co-operate with each other in class and play happily together at break times. Pupils are willing to share any problems they have with trained teaching assistants by using the 'Bubble System' and as a result, incidences of bullying are rare. Pupil's spiritual, moral, social and cultural development is good. During assemblies and in lessons, pupils are thoughtful and mature. Pupils develop a strong sense of team work and respect for one another. Older pupils take their duties as playground monitors very seriously. Through music and the celebration of religious festivals, pupils gain a good knowledge of other cultures. Pupils learn of the importance of fitness and they know how to play safely through taking part in the many sports and games activities on offer. Pupils are involved in a wide range of local events and their overall contribution to the community is outstanding. Older pupils gain an impressive understanding in basic economics through the fundraising work of the school council.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Good progress is made because of the strong relationships between pupils and adults. Teachers make effective use of previous assessments to plan interesting lessons which pupils enjoy. Where teachers are skilful at asking open-ended questions, ideas are developed and pupils contribute to mature and reflective discussions. An example was seen in an outstanding lesson where Year 4 and 5 pupils discussed the issue of homelessness. The work of teaching assistants

is very effective in offering calm reassurance as well as skilled help to pupils who would otherwise struggle with their work. As a result, pupils with learning difficulties and/or disabilities make good progress. In lessons pupils understand what they are meant to be learning, but teachers do not give enough guidance to pupils on how to improve when marking their work.

Curriculum and other activities

Grade: 2

The school has a broad and enriching curriculum. Pupils have good opportunities to practise skills learnt in English and mathematics in other lessons. In Reception and Years 1 and 2 the curriculum is well balanced, effectively linking learning between different subjects. The curriculum for older children lacks balance because they are not given regular opportunities to practise skills learnt in science and some foundation subjects. The school has been awarded the Active Mark and provides many sporting activities including cross-country and skipping clubs which contribute to the healthy lifestyle pupils are developing. The school has enriched personal, social and health education with thinking skills and philosophy lessons which have contributed to the very high standards achieved in speaking and listening.

Care, guidance and support

Grade: 2

The school provides good levels of care and support. Child protection procedures are secure and pupils feel safe and well cared for. They know where to go if they feel unhappy and that they will always be listened to. Pupils are helped to understand and to be able to express their own feelings. This raises their self-esteem and means that they are kind and considerate to one another. Younger pupils appreciate the 'yellow hat' system introduced by the school council where there will always be a friend to talk to in the playground.

The guidance offered to pupils towards achieving their targets for improvement is not yet consistently applied across the school and consequently pupils' in some classes make less progress than they could.

Leadership and management

Grade: 2

Leadership and management are good. Since joining the school the headteacher has given a strong lead that is focused on raising standards and improving pupils' well-being. She supports staff well and, as a result, they are highly motivated and work effectively together in pursuit of the school's aims. The school improvement plan contains clear priorities that are known by all staff and governors. The quality of self-evaluation is good. Teaching and many aspects of school provision are monitored and evaluated regularly, providing a good focus for staff training. This has led to good improvement since the last inspection. Nearly all parents are pleased with the school

and the support that their children receive. Governors have a clear understanding of their role and a good overview of the school which enables them to act as 'critical friends.' Finances are well managed and the school gives good value for money.

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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?	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

How well do learners achieve?	2
The standards ¹ reached by learners	2
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?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
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	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

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?	2
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?	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	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
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

Thank you for the help you gave us when we visited your school. We felt very welcome at Glenmere Community Primary School. If you remember, we came to look at all the work that you were doing and to talk to you and your teachers. We enjoyed meeting you and thought you were very friendly and well behaved. You like school and work hard. Your teachers and other staff care about you and work hard to help you to be successful. You told us that you feel safe in school and know how to get help if you need it. You are very good at helping others and making improvements in school.

Your headteacher and all of the staff are doing a good job at Glenmere. They want you to learn as much as you can to help you as you grow up. Your teachers carefully plan your lessons. This is helping you to make good progress by the time you reach the end of Year 5.

To make things even better, this is what we have asked the school to do.

- When marking your work, give you advice about how you can do even better.
- Give you more opportunity to practise some of the skills you are learning.
- Help you to make all your work, especially your handwriting look neater.

You can help your teachers by listening carefully to the advice they give you and by taking a real pride in the work that you do.