



Glebe Primary School

Inspection Report

Unique Reference Number 124004
Local Authority Stoke-On-Trent
Inspection number 292858
Inspection date 7 November 2006
Reporting inspector Chris Kessell

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

Type of school	Primary	School address	Park Place
School category	Community		Fenton
Age range of pupils	3-11		Stoke-on-Trent ST4 3HZ
Gender of pupils	Mixed	Telephone number	01782 234868
Number on roll (school)	233	Fax number	01782 234865
Appropriate authority	The governing body	Chair	Kevin James
		Headteacher	Samantha Hurst
Date of previous school inspection	30 September 2002		

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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This average-sized school serves an urban area of mixed social and economic circumstances. The proportion of pupils eligible for free school meals is above average. Almost all pupils come from a White British background. An above average percentage of pupils have learning difficulties or disabilities.

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 that continues to get better. Pupils do well here and develop into confident, caring individuals. The school is popular with its parents. Good leadership and management, particularly from the headteacher and deputy, are moving the school forward. A drive for continual improvement is evident throughout the school. Standards have risen steadily since the last inspection and there have been significant improvements in the school's accommodation and resources. The school's capacity to get even better is good.

Pupils' personal development and well-being are good. Pupils are happy to come to school, knowing that they are going to enjoy their lessons. They walk cheerfully around the school, greeting visitors positively in a friendly welcoming manner. The large display in the school hall saying 'A smile is a universal language' reflects the optimistic buzz found at Glebe. Strong, supportive relationships pervade the school, as indicated by the pupils' spontaneous singing of the song 'You've got a friend' at the end of assembly. Pupils express their views confidently, whether about the healthiness of school dinners or the importance of listening to others' points of view. Pupils feel well cared for, not only by the staff, but by each other. Behaviour is outstanding, as is the pupils' involvement in the school community. They are keen to take on responsibilities, whether opening the door for others or being a prefect to 'help the school get better'.

Teaching and learning are good, so pupils achieve well. Standards are below average when children start school and are average by the end of Year 6. Lessons reflect the school's motto, 'Achieving Together', and are enjoyable. Most of the time, they meet the wide range of pupils' needs, although very occasionally, the needs of some individuals are not met. This leads to a few pupils not making the progress of which they are capable. Pupils are enthusiastic about their learning and keen to do well. They knowledgeably explain their targets for learning, which contribute effectively to their good progress, although teachers' marking does not always tell them what they need to do next to improve. Pupils do not always do as well in their writing as they do in reading, mathematics and science.

The school's good curriculum is particularly effective in promoting the pupils' personal development by stimulating their interest and enthusiasm. Provision for the youngest children in the Foundation Stage is good. Well-planned activities help them get a good start to their education. When describing the school, one pupil said, 'Nobody is left out and everyone is considered'. This accurately reflects the good care, guidance and support offered to all pupils.

What the school should do to improve further

- Raise standards in pupils' writing throughout the school.
- Ensure that all pupils are given work that is appropriate to their ability.
- Ensure that teachers' marking shows pupils what they need to do next to improve.

Achievement and standards

Grade: 2

Children enter school with levels of attainment that are below those found in many schools. A significant number have communication difficulties and poor social skills. They make good progress in the Foundation Stage and are well prepared for Key Stage 1. The school builds well on this effective start so that by the end of Year 2, standards are average, having improved steadily over the last few years. Pupils' results in the 2006 national tests at the end of Year 6 were average. This represented good progress as these pupils started Year 3 with below average standards. For some pupils, difficulties in communication persist and standards in writing through the school are not as high as in reading, mathematics and science.

Pupils with learning difficulties or disabilities also do well because teaching assistants support these pupils well during lessons and contribute significantly to the good progress they make. The school's high expectations for its pupils can be seen in the challenging academic targets that are set.

Personal development and well-being

Grade: 2

The school has been successful in giving pupils confidence in themselves and developing good attitudes to learning. This prepares them well for when they move on to their next stage of education and adult life. Pupils are very eager to take on responsibilities. They carry them out well, supporting the view of one parent who wrote that the school 'encourages independence'. The school council can give many examples of the work they have carried out, from interviewing prospective new staff to providing more litter bins in the playground. The pupils' good spiritual, moral, social and cultural development is seen in their care and respect for others and their excellent behaviour. The school's programme of personal, social and health education ensures that pupils know about staying safe and living healthy lifestyles. Older pupils are keen to point out that they benefit from two physical education sessions a week and many sports activities after school. The pupils' enjoyment of school is not reflected in the school's attendance data, which is below average. Despite the school's best efforts to promote good attendance and punctuality, a very small group of pupils have poor attendance records or are persistently late. They do not benefit from all of the good things that the school has to offer. Pupils contribute very well to the wider community, for example, raising funds for numerous charities.

Quality of provision

Teaching and learning

Grade: 2

Pupils make good progress because they find their activities interesting and the vast majority of their work is well matched to their needs. Support for specific individuals

or groups, such as those with learning difficulties, is also effective. On the whole, assessment information is used well to group pupils so that they can be given work that is appropriate to their understanding and needs. Occasionally, teachers do not take sufficient note of this information and pupils are given work that is either too easy or too hard. When this happens, progress slows.

The pupils are confident learners. They work well together or independently if necessary. They have a good understanding of their personal learning targets which help them make good progress. Pupils evaluate their own work and that of their friends, offering sensible advice and support. Often, teachers' marking assesses pupils' work accurately and provides pupils with useful guidance on how to improve. However, this good practice is not consistent and, at times, the marking does not give pupils sufficient guidance on how to improve.

Curriculum and other activities

Grade: 2

The curriculum enables pupils to make good progress in their academic work and personal development. It is extended by a good range of extra activities, such as sports clubs, interesting visitors and visits. Year 6 pupils reported that their recent residential trip to an outdoor education centre helped them get 'plenty of exercise' as well as providing them with an opportunity to experience life away from home. The school has developed its resources for information and communication technology (ICT) significantly since its last inspection. However, more can still be done to develop the wider use of ICT as a tool for learning in other subjects of the curriculum.

Care, guidance and support

Grade: 2

Pupils feel cared for and supported as a result of the school's good provision. Child protection, health and safety policies and other procedures that safeguard the pupils all follow recommended practice and guidance. Pupils say they feel safe and secure in school and know that there is always someone there to turn to if they have a problem or concern. Parents agree that their children are safe and well cared for. Pupils with learning difficulties or disabilities are supported sensitively inside and outside classrooms. In the main, academic guidance is good. Regular reviews of pupils' progress enable staff to identify and deal promptly with any difficulties pupils may have in learning. Despite this positive picture, there is the odd occasion, when teachers do not take sufficient account of the information they have about pupils' previous learning and provide work which is either too easy or too hard. When this happens, pupils' progress is not so good.

Leadership and management

Grade: 2

The school is successful because of good leadership and management particularly by the headteacher and deputy head. They have high expectations which can be seen in many aspects of the school's work. Managers at all levels contribute well to improving the school. Performance is monitored and evaluated effectively and there is a good understanding of the school's strengths and weaknesses. The senior leadership team has recently been re-organised, so the roles of a few managers have grown. These will take a while to develop but the school has invested time and professional development opportunities for this to happen. Governance is good. Governors provide both support and challenge to the school and are fully involved in shaping its future direction. Both pupils and parents are pleased that their views are taken into account when development priorities are identified. The school provides 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	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?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	1
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	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

Many of you will remember that I visited your school recently to see how well it is doing. Thank you very much for the way you welcomed me into your school. I appreciated how polite and friendly you were and that many of you took time to talk to me. I particularly enjoyed coming to your assembly about friendship. I agree with you that you attend a good, happy school, where everyone enjoys what they are doing.

The best things about your school are:

- you make good progress because you are taught well
- your behaviour is excellent and you get on well with each other and help each other
- you are very keen to take on responsibilities and help to make decisions about your school
- all of the adults in the school look after you well and help you
- there are plenty of extra activities such as clubs, visits and special events that you enjoy
- the school is good because it is led and managed well by the headteacher and staff.

There are a few things which would make the school even better. I have asked the headteacher, teachers and governors to improve some things:

- make you all become as good at writing as you are at reading, maths and science
- make sure that you are all given work that is not too easy or too hard
- provide you with clearer guidance on how to improve when marking your work.

Thank you for all of the help you gave me.