



# The Glade Community Primary School

## Inspection Report

**Unique Reference Number** 124563  
**Local Authority** SUFFOLK  
**Inspection number** 293034  
**Inspection dates** 17–18 January 2007  
**Reporting inspector** Ann Taylor

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

<b>Type of school</b>	Primary	<b>School address</b>	Knappers Way
<b>School category</b>	Community		Brandon
<b>Age range of pupils</b>	4–9		Suffolk IP27 0DA
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01842 811580
<b>Number on roll (school)</b>	159	<b>Fax number</b>	01842 814645
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr A Harris
		<b>Headteacher</b>	Mrs G White
<b>Date of previous school inspection</b>	21 January 2002		

<b>Age group</b> 4–9	<b>Inspection dates</b> 17–18 January 2007	<b>Inspection number</b> 293034
-------------------------	---	------------------------------------

---

© Crown copyright 2007

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

The Glade is a first school and is smaller than the average primary school. Pupils come from a mixture of privately owned and rented homes. The attainment of most on starting school is below average, especially in relation to language and social skills. Nearly all have attended pre-school playgroups or nursery. The percentage of families eligible for free school meals is higher than usual. The proportion of pupils with learning difficulties is high and the number with a statement of special educational need is above average. There are an increasingly high number of pupils for whom English is an additional language. A small number of pupils come from families of American Air Force personnel. Numbers entering and leaving mid term are higher than usual. The school is part of a learning network of schools, has gained Investors in People status and is active in the Well Being Programme.

## 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 where pupils achieve well. It provides good value for money. Inspectors agree with the school's evaluation of its own performance. It is led by a perceptive headteacher who knows her school inside out. She has built a strong staff team who ably support each other. Parents are supportive of the school and positive about all it offers. Pupils' personal development is good. They become confident learners because they receive good support, care and guidance. Those at an early stage of speaking English could be even better supported by regular, intensive bursts of language teaching.

The school is successful in establishing a purposeful, learning environment where pupils thrive. A growing emphasis on keeping healthy provides pupils with varied opportunities for exercise, especially using the equipment within the lovely grounds. Pupils enjoy the interesting curriculum with its broad range of visits, visitors and special activities like 'Food Technology Week.' Pupils make good progress in relation to their starting points. Children get off to a good start in the Reception class. Few reach the expected standard by the beginning of Year 1 because of the ground they have to make up. Standards are steadily rising and by the end of Year 2, they are broadly average in reading, writing and mathematics. Progress in writing for middle and lower attaining pupils is not as swift as it could be. Teachers do not always teach writing in small enough steps to enable pupils to gradually build on their skills.

Pupils continue to make good progress as they move through the school, as do the large numbers who join after Year 2. By the time they leave at the end of Year 4, standards are near that expected for their age. The school predicts a rise in standards this year and evidence supports this. Good teaching and a range of individually tailored support programmes in speech and language development help pupils overcome weaknesses. The teaching of mathematics is improving but there are still not enough engaging activities, especially using interactive whiteboards, to help raise pupils' confidence in solving mathematical problems. Careful monitoring of progress to identify those who are not doing as well as they should is a key ingredient in helping pupils learn well.

The school's success is due to good leadership and management, based on a strong partnership between the headteacher and deputy headteacher and a team of staff all working for the pupils' benefit. Every effort is made to encourage parents to be involved in their child's learning and, slowly but surely, they are becoming more confident to do this. The school has a good capacity to improve because it knows itself well, knows where it is going and how to get there.

### What the school should do to improve further

- Raise attainment in Key Stage 1 for middle and lower attaining pupils by improving the way teachers plan and explain each small step needed to improve writing.
- Raise pupils' confidence in solving mathematical problems by increasing the use of interactive whiteboards to engage them in dialogue and motivating activities.

- Provide more regular language reinforcement in order to improve the understanding of pupils who are at an early stage of speaking English.

## **Achievement and standards**

### **Grade: 2**

Pupils of all abilities make good progress and achieve well. In spite of good teaching in the Reception class, pupils do not reach expected standards by the beginning of Year 1 because they have a lot of catching up to do.

Year 2 assessments for 2006 shows the school has reversed a declining trend. Standards are broadly in line with the national average in English and mathematics. Pupils continue to make good progress in Years 3 and 4, where results are broadly average. Test results reflect inspection findings. Standards in art are above those expected, because of the way whole blocks of time are devoted to it.

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

### **Grade: 2**

Pupils' spiritual, moral, social and cultural development are good. Pupils know right from wrong. Theme weeks, such as the one focusing on the environment, provide valuable insights into world issues and other cultures. Pupils learn much about the rich history of the local area and visit Saxon sites of interest. They have a good understanding of the importance of eating healthily, helped by fruit available at break times. The school has its own swimming pool and two thirds of pupils become competent swimmers by the end of Year 4. This helps keep them both safe and healthy.

Pupils' attitudes towards work are positive and they enjoy school. Consequently, behaviour is good. Pupils benefit from the 'Dinosaurs Schools' initiative, where they learn how to live with others constructively. Attendance is improving and is now close to the national average. School council members contribute enthusiastically to school life. Other responsibilities are enjoyed, such as older pupils looking after younger ones so that they always have a friend. They enter the next phase of their education with a good range of social and academic skills.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The good quality of teaching and learning enables pupils' to make good progress. Pupils with a statement of special educational needs are well taught by specialist staff. Teaching for pupils at an early stage of learning English as an additional language is also good. However, there is scope to teach subject specific vocabulary and its use in more frequent short bursts to better aid pupils' understanding. Teachers manage pupil behaviour well. Pupils listen intently and participate in lessons with considerable

interest. Teachers usually plan lessons well by identifying what pupils will learn and then assessing whether they have reached their targets. In Key Stage 1, the teaching of writing for lower and middle ability pupils does not always pick out the small steps they need to help move them on, resulting in slower progress.

The teaching of mathematics has improved as a result of the checks the school has made on its work. In a Year 4 mathematics lesson, lively teaching made problem solving fun. Pupils worked successfully on the problems, answered questions enthusiastically and made good progress. However, not all pupils are as confident when solving problems in mathematics because they do not have enough opportunities to engage in activities which reinforce and consolidate understanding. Occasions to use interactive whiteboard capabilities to promote learning effectively are sometimes missed. The pace of teaching is good and pupils work productively in lessons. As a direct result, standards of work are improving. Teachers have a good understanding of the National Curriculum and include everyone in lessons.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is carefully thought out to compensate for pupils' limited language and literacy skills when they first start school. Nevertheless, the school has rightly identified the need to provide even more opportunities to promote writing, speaking, listening and mathematical problem solving. Staff are keen to make sure the curriculum appeals to pupils' interests. Special focus weeks, such as the art week, help motivate and interest pupils. These weeks successfully promote knowledge, skills and understanding which lead to better standards. For example, standards in art are above those expected as demonstrated through the collages made in the style of *Hundertwasser*. The school makes extensive use of visitors with specialist knowledge and visits to places of interest, such as to West Stow Anglo Saxon village bring learning alive. A wide range of sports and games are also on offer. Pupils in Years 3 and 4 recently started French lessons. These are successfully adding to their enjoyment and broadening their horizons.

## **Care, guidance and support**

### **Grade: 2**

Parents comment that the school is a friendly place and staff care well for their children. Arrangements to ensure the safety of pupils are thorough and staff have received helpful training. The school has not yet carried out a wide range of assessments of physical risk, but plans to do so are appropriate.

There are good systems for keeping a check on pupils' progress with their work. Teachers reward them effectively with praise and certificates in assemblies. Pupils have group targets and know what they need to do to improve their work in English and mathematics. There is scope to provide even more guidance to pupils, especially those with English as an additional language.

Pupils with learning difficulties and disabilities receive good individual care and support. Staff have received well targeted training in areas such as helping pupils to speak well and improving their co-ordination. A good partnership with outside agencies ensures that the needs of individual pupils are met well, such as providing access to counselling.

## **Leadership and management**

### **Grade: 2**

The leadership of the headteacher is good. She makes it her business to get a feel for every aspect of school life and, because of this, knows her school well. For instance, she assesses every new pupil coming into school and takes time to get to know them individually. She is ably supported by her deputy headteacher whose middle school perspective is helping to raise expectations further. The school carries out regular in depth reviews of its provision and this helps inform future priorities. Subject leaders carry out their roles well and teamwork is strong. Teaching assistants are vital members of the teaching team in the school's drive to raise standards. Governance is sound. Governors are supportive and, now their monitoring role has been re-established, are playing a growing role in being 'critical friends' to the school. The school works well in partnership with other local schools, for example, to improve standards in mathematics. The headteacher is a recognised consultant leader within the Local Authority, because of her levels of expertise.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## Inspection judgements

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

### 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>	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

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> 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

<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	2

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<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.

## 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	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	3
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**

19 January 2007

Dear Children,

Glade Community Primary School, Knappers Way, Brandon, Suffolk, IP27 ODA

I am writing to thank you for being so polite and friendly when Mr Fry and I visited your school and for helping us during our visit. I am also writing to let you know what we found out.

We noticed how well behaved you all are and how you loved your work. We thought your playground and the school grounds were lovely and know you enjoy playtimes.

Mrs White runs the school really well; this means you learn a lot. We were impressed with the way your teachers and teaching assistants help you with your work and look after you. We thought your art work in the hall was stunning and were impressed with the different kinds of artists you have studied.

We think you will do even better if you have more chances to use the interactive whiteboards to help you with solving maths problems and have asked the teachers to help you with this. We have also asked your teachers to think about the way they teach those of you in Years 1 and 2 to write, so that you can improve. We have asked them to teach you what to do in more easily manageable stages. For those of you who speak a different language at home, we have asked your teachers and teaching assistants to give you more regular help to understand new words.

Best wishes,

Mrs A. Taylor

Lead Inspector