



Glapton Primary and Nursery School

Inspection Report

Unique Reference Number 122712
Local Authority CITY OF NOTTINGHAM
Inspection number 294310
Inspection dates 9–10 November 2006
Reporting inspector Sue Hall

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

Type of school	Primary	School address	Glapton Lane
School category	Community		Clifton, Nottingham
Age range of pupils	3–11		Nottinghamshire NG11 8EA
Gender of pupils	Mixed	Telephone number	0115 9152936
Number on roll (school)	299	Fax number	0115 9152937
Appropriate authority	The local authority	Headteacher	Mrs Sheila Elliott
Date of previous school inspection	12 October 2005		

Age group	Inspection dates	Inspection number
3–11	9–10 November 2006	294310

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a larger than average sized school serving an outer suburb of Nottingham. Slightly more pupils are eligible for free school meals than seen nationally. The large majority of pupils are from White British backgrounds, with none speaking English as an additional language. The proportion having learning difficulties and/or disabilities is close to the national average. Attainment on entry to the nursery is below national expectations, especially in pupils' ability to communicate with others. The school has had a high number of staff changes and temporary staffing arrangements in recent years.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Glapton Primary School now provides a good quality of education and has considerably improved in the last year. In the previous inspection the school was identified as requiring a Notice to Improve because of low standards in writing. The quality of teaching and leadership has improved resulting in pupils making better overall progress. In accordance with section 13 (5) of the Education Act 2005, HMCI is of the opinion that the school no longer requires significant improvement.

On entry many pupils have limited communication skills which affect learning as they move through the school. The quality and standards in the Foundation Stage are good overall because teaching in the Reception classes is effective and sometimes outstanding. In recent years the overall standards through the rest of the school have been largely average except in English and particularly in writing where, by Year 6, they have been too low. There have been many recent improvements in planning and teaching leading to improved progress, which is now good. National test results in 2006 show rising standards although fewer attained the higher levels, especially in writing, than seen nationally and this is a continuing challenge for the school. From a low start pupils achieve well.

The personal development of the pupils is good and they behave well. Most develop positive attitudes to learning and enjoy their time in school. Pupils know how to keep safe and readily take on responsibilities such as acting as 'buddies' to help other pupils. While many understand the theory of healthy eating there is much to be done to help them to put this into practice.

The quality of teaching is good and has a positive impact on how well pupils achieve. Teachers plan carefully to meet the needs of groups of pupils of different ability. The curriculum is satisfactory overall. The school has begun work to re-organise provision in the Foundation Stage but as yet activities in the nursery are not as imaginative and challenging as they could be. The care, guidance and support of pupils is good; the way that staff check and track the progress pupils make and then use this information to provide a good level of challenge has been a critical factor in improved progress and rising standards.

Leadership and management of the school have improved and are now good. The experienced headteacher is supported very ably by the deputy head in setting a clear direction leading to improvement. Staff are very committed to the pupils, and some long-standing weaknesses, particularly in writing, are now being tackled well. The school evaluates its effectiveness well and provides both good value for money and capacity to improve.

What the school should do to improve further

- Raise standards in writing so that they match those in other subjects.
- Improve curriculum planning in the nursery to ensure the best possible early progress.

Achievement and standards

Grade: 2

Pupils enter nursery with limited early skills and experiences especially in their social development and ability to communicate with others. The school has to work hard to improve such skills. Pupils settle happily to school and make satisfactory progress in nursery. There have been several recent improvements for pupils in Reception, where there is now a good level of challenge and good progress. When they enter Year 1 most have achieved the targets expected for their age except in communication, language and literacy.

National tests at the age of seven and eleven indicate standards have often been close to national averages and sometimes better in mathematics and science but much lower in English and especially in writing. Boys have often not done as well as girls overall. In the last year much improved planning has led to a better level of challenge in teaching and progress has improved at both key stages. Standards overall are now similar to the national average at the end of both Years 2 and 6. Most pupils now achieve well, which helps develop skills that will contribute to their future economic well-being. However, because there was more ground to make up in writing, standards here are still lower than in other subjects.

Personal development and well-being

Grade: 2

Pupils' personal development and their spiritual, moral, social and cultural development are good. Attendance has improved largely due to the good work of the Education Welfare Officer, but it is still below average. Most pupils enjoy coming to school and behave well. They are eager to take on responsibilities and carry out their roles confidently and efficiently. The school council takes its duties seriously and due consideration is given to their views. The school supports many charities and this helps pupils to become more socially aware. They have a satisfactory awareness of the need to take regular exercise and how to keep themselves safe. But there are challenges for staff in terms of helping pupils to eat healthily.

Quality of provision

Teaching and learning

Grade: 2

Lessons are planned very thoroughly and close attention is given to setting clear aims and to defining how activities will help pupils achieve well. A key feature is that tasks have a real purpose and are related to practical experiences and every day life. This helps to make teaching lively and to engage pupils' interest, making learning enjoyable for them. In most classes, the pace of learning is good, especially for the older pupils who enjoy the many challenges. Teaching in the nursery, although satisfactory, is not as vibrant or challenging as in the rest of the school. Teachers use information about

pupils' progress well to plan a variety of activities that match pupils' different abilities. This is linked effectively to identifying useful literacy and numeracy targets which, in turn, pupils use to improve their standards. Teaching assistants almost always play an effective part in supporting pupils' learning and in particular, those with learning difficulties.

Curriculum and other activities

Grade: 3

Good work is being done to refresh the range of work and activities to make them exciting and enjoyable for pupils. The curriculum is enriched with days set aside to focus on activities including historical and art themes. Topics have been planned to make subject matter related to the area in which pupils live and this is giving their work interest and relevance. Pupils have tackled local issues such as the proposed tramline through the Clifton Estate, including conducting a survey of resident's opinions. The many visitors to the school contribute well to pupils' personal, social and health education, including learning to stay safe. Literacy skills are being actively encouraged in all subjects but pupils have fewer opportunities to use information and communication technology. In the nursery the planning in place does not yet help to stimulate sufficient interest and effort among the youngest children.

Care, guidance and support

Grade: 2

Care, guidance and support given to pupils are good. The school makes sure that pupils feel happy and safe, and know who to turn to with any concerns. Partnerships with parents and outside agencies are strong so that any issues are quickly dealt with. The school has good procedures to check and track the progress pupils make and for providing academic guidance so that they have a clear understanding of their targets and how to improve. Child protection procedures are in place, to safeguard children, and the checks the school makes on the people who work there are satisfactory.

Leadership and management

Grade: 2

The enthusiastic and experienced headteacher has been successful in building a staff team who work well and with a good level of commitment to pupils and their families. With greater stability in staffing, the school is now well placed to bring about further improvements. The very able deputy head has recently taken on the role of Foundation Stage leader with a clear understanding of what remains to be done and secure plans to achieve improvement. The senior management team and subject leaders are making an increasing impact on standards through monitoring teaching and learning and tracking the progress pupils make. Governance of the school is satisfactory and governors are keen to become more involved in the work of the school. While parents are generally supportive some are concerned about the high number of staff changes and feel the school could sometimes keep them more informed about activities.

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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	3
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	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	3
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

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?	3
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	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

11 November 2006

Dear Children

Glapton Primary School, Glapton Lane, Clifton, Nottingham, NG11 8EA

Thank you very much for looking after us when we visited your school recently. We enjoyed speaking to you in lessons, at lunchtime, in the playground and at our meeting with the school council. We were very pleased to hear that you like your school and enjoy your time there. We think your school has improved a lot in the last year.

These are the things that we found are best about your school.

- Your behaviour is good and you get on well together.
- Teachers work hard to make sure the level of work is just about right for all of you.
- Staff look after you and care for you well.

This is what we think could be improved.

- You could do even better in writing.
- Staff could organise more interesting and exciting things to do in the nursery.

Thank you again for being so helpful and friendly towards us. We hope in the future you think carefully about what you eat so that you stay healthy. Remember that you can do a lot to help your school improve even more by making sure you come to school regularly and trying really hard all the time.

Yours sincerely

Sue Hall

Lead inspector