

# Glenmead Primary School

## Inspection report

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<b>Unique Reference Number</b>	103320
<b>Local Authority</b>	Birmingham
<b>Inspection number</b>	308280
<b>Inspection dates</b>	7–8 November 2007
<b>Reporting inspector</b>	Lois Furness

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	398
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Dawn Langham
<b>Headteacher</b>	Margaret Jones
<b>Date of previous school inspection</b>	20 September 2007
<b>School address</b>	Glenmead Road Birmingham B44 8UQ
<b>Telephone number</b>	01214 643173
<b>Fax number</b>	01214 646344

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<b>Age group</b>	4-11
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Although in this larger-than-average school the proportion of pupils with learning difficulties and/or disabilities is average, the number of those with a statement of special educational need is above average. This is because within the school there is a resource base for pupils who have statements for their speech, language and communication difficulties. The majority of pupils are of White British origin. Children's attainment on entry is slightly below that typically expected. The school attained Healthy School status in 2007.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This school provides a satisfactory quality of education. The pupils' personal development is a strong aspect. Parents are pleased that their children are happy, safe and enjoy learning. Pupils themselves think school is fun and a good place to be; the many visits, visitors and good opportunities to learn a modern foreign language make the curriculum interesting. They speak enthusiastically about the wide variety of popular sports and music activities. Good opportunities to take on responsibility through the school council and the 'Star Helper' initiative helps pupils to develop good social skills, grow in self-assurance and realize the importance of working together in a community. Behaviour is good and pupils show good attitudes towards learning. They have a good understanding of leading a healthy lifestyle, commenting on how well the new lunch menus are encouraging them to eat healthy food. They feel safe and know how to keep safe, clearly aware of the dangers of smoking, alcohol and drugs.

These positive attitudes towards learning start in the Reception classes. Here, progress is satisfactory and by the time children enter Year 1 they are working within the goals expected for their age. Although the curriculum is satisfactory, there is not sufficient balance between adult-led and child-initiated activities, and children have insufficient opportunities to develop their understanding of all six areas of learning in the outdoor environment.

Progress continues to be satisfactory throughout the school and, by Year 6, pupils attain standards that are broadly average in English, mathematics and science. They are prepared satisfactorily for the next stage of their education. Although achievement is satisfactory, pupils do not consistently make the progress of which they are capable, mainly because assessment information is not used rigorously enough to ensure that activities meet the needs of all pupils, particularly the more able. Teachers do not expect enough of pupils and pupils themselves say they are capable of harder work. All teachers are trying hard to make sure that pupils are aware of what they are expected to learn in lessons, and questioning skills are improving. However, as yet, not all teachers ask questions that make pupils think hard, enabling them to extend their learning further. Teachers from the Resource Base and teaching assistants within the main school ensure that pupils with learning difficulties and/or disabilities are included in the activities the school offers. This shows good improvement from the previous inspection.

The leadership of the school is clearly aware of the school's strengths. Importantly, it understands its areas for development, for example, in making more effective use of assessment information and involving pupils more in knowing how to improve their work. Actions have been agreed to improve these aspects but monitoring and evaluation procedures are not rigorous enough to check that agreed action has been implemented by all staff. Consequently, the effect of new ideas has not been as good as it should be. Even so, the improvements that have been made from the previous inspection show that the school has satisfactory capacity to improve further.

## Effectiveness of the Foundation Stage

### Grade: 3

Children make satisfactory progress in the Reception classes because of mainly satisfactory teaching and learning. Although by the end of Reception year, children are working at levels typically expected for their age in the majority of areas of learning, their knowledge of the names of letters and sounds and their writing skills are weak. A strength however, is the attention given to children's personal, social and emotional development, which results in children who

are happy, enjoy their work and are eager to learn. Staff plan activities for all six areas of learning but these are often overly directed by adults. This limits the development of children's independent learning skills. Also the outdoor classroom is underdeveloped and used mainly to promote children's physical development. Overall, children's preparation for Key Stage 1 is satisfactory.

### **What the school should do to improve further**

- Raise teachers' expectations of what pupils are able to do and develop effective questioning skills.
- Ensure assessment information is used to plan learning activities that meet the needs of all pupils, particularly the more able.
- Sharpen checking procedures to ensure all staff implement agreed action.
- Extend opportunities for Reception children to initiate their own learning and ensure the outdoor environment promotes development in all six areas of learning.

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**

By the end of Year 6, standards in English, mathematics and science are broadly average. This represents satisfactory achievement from when children first start at school in Reception. However, progress is uneven because the use of assessment information is not sufficiently rigorous to ensure that all pupils, especially the more able, make enough progress. This is starting to improve as a result of more focused support for those pupils identified as not achieving as well as they should. The progress of pupils with learning difficulties and/or disabilities, including those from the Resource Base, is satisfactory. They receive satisfactory support from appropriately deployed teachers and teaching assistants when working in the Resource Base or in mainstream classes.

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

### **Grade: 2**

Pupils enjoy school and behaviour is good. They like the opportunity to work together and particularly enjoy using computers to help them learn. Their attendance is average. Pupils are polite and helpful, opening doors for visitors, showing kindness and understanding towards each other. They know how to keep themselves safe, for example, knowing how important it is to be careful on the roads and not to speak to strangers. They feel safe and secure, untroubled by bullying because if it does occur, they say it is resolved quickly. Pupils have adopted healthy lifestyles readily, being especially keen on sport and residential outdoor activities. One pupil said, 'Exercise is good, it gets more oxygen to your brain and arms!' They like finding out about faiths and cultures different to their own, notably enjoying 'Black History Month'. The school council and 'Star Helpers' effectively foster pupils' understanding of community responsibility. Pupils are proud of the improvements they have made to playtimes through providing more play equipment.

## Quality of provision

### Teaching and learning

#### Grade: 3

Relationships between adults and pupils are good and this means that pupils are enthusiastic learners trying hard to do their best. In lessons, pupils focus well on their activities and work steadily, even when learning does not challenge them enough. Sharing the intended learning of the lesson is done well; pupils are clear about what is expected of them. However, they are not as sure about how to achieve this learning. In addition, activities do not consistently challenge pupils and pupils themselves say, 'We could do harder work.' Too often questions that require a simple answer are asked rather than asking those questions that make pupils think hard and extend their thinking further. In some classes, 'talking partners' are used well so that pupils have the opportunity to discuss ideas and learn from their peers. Teaching assistants and teachers from the Resource Base are deployed carefully to ensure that pupils with learning difficulties and/or disabilities are able to access all activities.

### Curriculum and other activities

#### Grade: 3

Although links between subjects make the curriculum more interesting, planning does not consistently ensure that the curriculum meets the needs of all pupils, particularly those of the more able. Music is a strength, with many opportunities for pupils to sing in the choir or learn an instrument. As one parent wrote, 'My daughter particularly enjoys music and singing with the school choir. She has had the opportunity to sing at the National Indoor Arena and the Symphony Hall. What an amazing experience!' Good use is made of visits and visitors to enrich the curriculum and to develop pupils' interest and enjoyment. French is also taught throughout the school. Pupils learn to stay healthy and safe through a good personal, social and health education programme and effective links with the School Sports Partnership.

### Care, guidance and support

#### Grade: 3

Arrangements for safeguarding pupils are good. Child protection and health and safety arrangements are secure. Pupils feel safe and, as one pupil typically commented, 'It's a happy school, where we all get on well together.' Expectations of pupils' behaviour are clearly established and this supports well their personal development. Pupils know who to go to if there are problems. As well as adults, this includes the Year 6 'Star Helpers' who are trained to follow up any instances where pupils are upset or lonely at break times. Good links are in place with outside support agencies. The parents of pupils with learning difficulties and/or disabilities are involved well in their children's annual reviews and the drawing up of their individual plans of work.

A useful tracking and target-setting system has been recently established but, as yet, the information about the points pupils have reached in their learning is not used well enough. Although improving, the next steps in learning are not clear enough to both teachers and pupils.

## Leadership and management

### Grade: 3

The headteacher and senior management team provide clear direction for the school's work. There is a strong sense of teamwork and they are clear about the strengths and the areas in need of development. Self-evaluation is accurate. However, checking that agreed actions to improve provision are implemented consistently by all staff is not rigorous enough to be effective. Governors are well informed and provide a good level of support and challenge. They are actively involved in setting the school's targets for end-of-Year 6 National Curriculum tests, insisting that these targets are sufficiently challenging.

Communication and relationships with parents and carers are good. The school tries hard to consult parents, for example, through questionnaires, workshops and surveys. Even so, a small number of parents feel they are not always sufficiently involved in the school's decision-making processes. Links with external agencies and other local schools are good and used effectively to extend pupils' learning experiences.

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## Annex A

## 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?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	3

### Achievement and standards

How well do learners achieve?	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	3

### 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 extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	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

How effective are teaching and learning in meeting the full range of the learners' needs?	3
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?	3

<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>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
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

Dear Children

Inspection of Glenmead Primary School, Birmingham B44 8UQ

Thank you for the warm welcome you gave us when we visited your school. We enjoyed talking to you and finding out about the things you do. We think your school is providing a satisfactory education for you.

- Here are some of the good things we found:
- We agree with you when you say you have lots of opportunity to take part in sport and music activities. I heard the choir practising at lunchtime and thought the singing was wonderful.
- We are pleased to know you feel safe and know how to keep yourselves safe both in and out of school.
- You understand the importance of keeping yourself healthy through eating properly and taking regular exercise.
- You behave well and have good manners. We were very impressed by the way you held doors open for us as we walked around school. Thank you!
- You enjoy school and are keen to help others. We think the school council and the 'Star Helpers' do a really good job.
- Now here are some suggestions about how your school could help you to do even better:
- We think that your teachers should expect more of you and ask questions that make you all think harder.
- We also think that teachers should use information about what you know already to plan your learning activities. We agree with you when you say you could do harder work.
- We think those of you who are in the Reception classes should choose more activities for yourselves and use the outdoor environment much more to help you learn.

We think your headteacher knows exactly what is needed to make learning better. We have asked her now to check carefully that all staff carry out her good ideas to help you make better progress.

Thank you again for speaking to us and we wish you all well for the future.

Yours sincerely

Lois Furness Lead inspector