

# Glebe Junior School

## Inspection report

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<b>Unique Reference Number</b>	112624
<b>Local Authority</b>	DERBYSHIRE LA
<b>Inspection number</b>	310954
<b>Inspection dates</b>	12–13 February 2008
<b>Reporting inspector</b>	Lynne Blakelock

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>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	423
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Walter Greensmith
<b>Headteacher</b>	Mr Nick Raynor
<b>Date of previous school inspection</b>	5 February 2002
<b>School address</b>	Hamlet Lane South Normanton Alfreton Derbyshire DE55 2JB
<b>Telephone number</b>	01773 811304
<b>Fax number</b>	01773 861969

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This is a large school. Most pupils start here with levels of attainment that is broadly average compared to pupils of the same age nationally. The vast majority are White British and their first language is English. Fewer pupils than nationally are eligible for free school meals. A lower percentage of pupils have learning difficulties and/or disabilities but a higher percentage than nationally have a statement of special educational needs.

The school has achieved the FA Chartermark and the Silver Eco Schools award.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Inspectors agree with the school that Glebe Junior School is providing a good standard of education. All aspects of the school's work are good. Fundamental to the effective progress that pupils are making are the good leadership and management of the school and the consistently good quality of teaching and learning. Knowledgeable teachers explain clearly the purpose of lessons and regularly make learning fun. Good planning and sharp questioning are strong features of teaching and promote above average standards by Year 6. Standards are above average in English, mathematics and science. The school has successfully addressed the under-achievement in writing that was identified following the national tests for Year 6 pupils in 2007. Pupils in Year 6 are on track to reach their challenging targets because of the good strategies in place to accelerate progress. The good leadership and management of the school have demonstrated effective practice in extending this to all year groups. However, gifted and talented pupils are not regularly provided for in lessons and therefore do not always make the progress of which they are capable. All levels of leadership are committed to school improvement and are focusing closely on improving the rate of progress. Yet, whilst monitoring takes place regularly by leaders, data is not yet always being analysed in enough detail to evaluate as accurately as possible pupils' progress. The strong sense of teamwork amongst the staff extends to the governors who involve themselves productively in the school's work.

The school provides a happy environment for learning. Parents echo their children's outstanding enjoyment of school. One said that the school is, 'a big happy family.' As such, it is helping pupils to develop good exercise and eating habits and makes sure they know how to stay safe. Pupils' good personal development is demonstrated in their mature and caring behaviour towards others. Their desire to serve their school by acting as leaders and helpers to other pupils also aids their good preparation for adult life. It is underpinned by good welfare and health and safety systems so that pupils feel safe and well supported. The school's productive partnerships with outside agencies ensure that pupils with specific issues can access the help they need in order to settle to learning quickly. The good care, guidance and support of pupils are strengthened by excellent marking which tells pupils exactly what to do to make further progress. Targets for learning are in place so that pupils always have clear goals to aim for.

The good curriculum adds significantly to pupils' personal development, their enjoyment of school and their good progress in lessons. Pupils benefit, in particular, from learning that is based on real experiences and which brings lessons alive. It does not always include effective opportunities for pupils to develop an understanding of the diverse society in which we live. Pupils are delighted with the wide range of clubs, some of which are organised by older pupils and add to their social and interpersonal skills as they go through the school. Excellent outdoor play and sporting facilities allow a wide range of activities although the space for indoor physical education (PE) is more restrictive.

### What the school should do to improve further

- Analyse rigorously the information about the levels at which pupils are working so that leaders and teachers have a very accurate picture of their progress.
- Ensure that learning activities for gifted and talented pupils always enable them to make the progress of which they are capable.
- Provide regular opportunities for pupils to develop their knowledge and understanding of the richness of the diverse society in which we live.

## **Achievement and standards**

### **Grade: 2**

Pupils of all abilities are achieving well through the school from their starting points. The standards they achieve are above average and improving. Results in national tests in 2007 showed that Year 6 pupils achieved above average standards in mathematics and science at both expected and higher levels. English results, however, were below average at both expected and higher levels, so that pupils' progress through the school in this subject was not adequate. The staff have identified the under achievement in writing which caused the drop in standards and are addressing it very effectively. Standards in English are now above average. More rigorous systems are in place to identify, guide and support pupils from the time that they start Year 3 and this early knowledge of pupils' abilities and needs is accelerating their progress. Occasionally, not enough attention, however, is given to ensuring the needs of gifted and talented pupils are met

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

### **Grade: 2**

Pupils' enjoyment of school is excellent. They relish coming to school, as seen in their good attendance and very positive attitudes to learning. They behave well and their moral and social development is good. Pupils have a good understanding of right and wrong and form positive relationships with each other. Their spiritual and cultural development is satisfactory. However, although pupils have an awareness of the world around them, they do not have a full understanding of the different cultures in our society. Pupils enjoy physical activities and eat healthily. They often choose healthy snacks, preferring fruit to sweets or crisps and they take part in daily exercise. Pupils say that they feel safe in school. They make a very positive contribution to the local community. Their responsibilities, such as sports leaders and school council representatives, help to improve their school and contribute to the good level of skills that they will need for their future well-being.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Good relationships mean that pupils respond well to teachers. Pupils understand what they have to achieve in lessons and teachers regularly reinforce this expectation. Teachers' questioning is generally good because it probes pupils' understanding and encourages them to give extended answers. Well planned use of interactive whiteboards in classrooms involves pupils well and adds to their enthusiasm for learning. Lesson planning is good and pupils who find learning difficult are catered for well. However, there are not always effective opportunities for those pupils who have particular gifts and talents to be involved in planning aspects of their own work. This would give them the opportunity to take their thinking on to a higher level. Teaching assistants provide good one-to-one support for those pupils who need it, but they are not always deployed as effectively as possible in lessons. Pupils' work is marked regularly and often includes supportive comments. It is particularly good in English where pupils are very much part of the process of evaluating their work and self and peer-assessments are well established. As a result, pupils are clear about the details of their targets for improvement and the next steps in their learning.

## **Curriculum and other activities**

### **Grade: 2**

Good links are increasingly being made between subjects to support and enhance pupils' learning. The 'Living Literacy Project', for example, builds exceptionally well on pupils' direct experiences and is a key element in the improvements seen in pupils' writing. The use of information and communication technology (ICT) in sessions show good use in this area of learning across subjects. A wide range of extra-curricular activities provide good opportunities for pupils to improve their health and well-being through, for example, sport. Whilst the accommodation has improved facilities for learning since the last inspection, the small indoor physical education area rather limits the range of activities. Pupils' understanding of social and environmental issues comes through visits, visitors, and the work of the 'Eco Team'.

## **Care, guidance and support**

### **Grade: 2**

The school has rigorous procedures for ensuring pupils' health, safety and welfare. It complies with all the legal requirements for safeguarding pupils whilst they are at school and it works well with outside agencies. Well managed and good provision for pupils with learning difficulties and disabilities results in them making good progress. For example, very caring and knowledgeable staff lead 'Positive Play' and 'Precision Teaching' activities, which significantly benefit pupils' learning. Academic guidance is good overall, although there is not always enough challenge for the gifted and talented to help them reach the highest possible standards. All pupils have very clear and precise targets for writing which are integral to the good progress that they are making.

## **Leadership and management**

### **Grade: 2**

The headteacher and his staff are committed to improving all areas of the school's work. Long term development demonstrates clear systems to move the school forward. Subject leaders are supporting this through their focus on specific attainment issues as well as overall development of their subjects. However, data about the progress of different groups of pupils is not always analysed by leaders in enough detail and this makes it difficult for teachers to determine accurately the progress that all pupils are making. This means that self-evaluation is used satisfactorily but it is improving.

Governors are able to challenge the school because they know it well through their involvement in many aspects of its work. Improved provision for ICT and enhanced accommodation are two examples of the school's good improvement since the last inspection. The strong teamwork of staff and the impact of leadership and management on pupils' progress through the school are evidence of the school's good capacity to improve.

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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?	2
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 capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> 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 extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	1
The attendance of learners	2
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	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

<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>	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 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	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**

14 February 2008

Dear Pupils

Inspection of Glebe Junior School, South Normanton, Derbyshire, DE55 2JB

Thank you for making us so welcome when we visited you recently. Dr Coyle, Mr Francis and I enjoyed watching you learn and play. We send special thanks to those of you who gave up part of your lunch break to tell us all about your school and what it means to you.

Your school is a good school. There are many aspects which make you happy to be here. Your playground area is fantastic and you make good use of it. The staff care about you and are there to help you. Teaching is good and results in you making good progress in lessons. Teachers mark your work in a detailed and helpful way so that you know what to do to reach the next steps in learning. You enjoy lessons because they are often based on real experiences and you get chances to learn in groups or on your own. We are pleased that there are lots of after school activities and clubs. These help you to develop a range of new skills which includes being leaders and guiding other pupils.

Your school can improve further. We have asked Mr Raynor to make sure that information about the levels that you are working at are studied carefully. This will mean that the work you are given helps you to make as much progress as possible. It will also ensure that those of you who have particular gifts and talents always get work that offers you the right level of challenge. Also, although you have some knowledge and understanding of the different cultures in our society, we would like to see more opportunities for you to learn about this.

Best wishes for the future,

Mrs Lynne Blakelock

Lead inspector