

# Glebe Infant School

## Inspection report

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<b>Unique Reference Number</b>	114889
<b>Local Authority</b>	Essex
<b>Inspection number</b>	311742
<b>Inspection dates</b>	28–29 April 2008
<b>Reporting inspector</b>	Keith Sadler

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>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	167
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Angela Farnish
<b>Headteacher</b>	Mrs Monica Dimmock
<b>Date of previous school inspection</b>	9 February 2004
<b>School address</b>	Creswick Avenue Rayleigh Essex SS6 9HG
<b>Telephone number</b>	01268 785414
<b>Fax number</b>	01268 781847

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<b>Age group</b>	3–7
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Glebe infant is smaller than most primary schools. It has a nursery for 13 children and also enhanced provision for up to 15 pupils that are hearing impaired. Currently, there are 11 hearing impaired (HI) pupils all of whom have statements of special educational need. The HI children, of Foundation Stage age, attend Nursery in the morning session. Children enter the Nursery with a wide range of experiences and abilities. Overall, apart from the HI children whose communication, language and literacy skills are much reduced, children's abilities are similar to those typically found. The school serves the immediate vicinity though the HI pupils arrive by taxi from a much wider area, including Southend and Canvey Island. Almost all the pupils are of a White British background. The proportion of pupils eligible for free school meals is below the national average and the proportion that is identified as having learning difficulties and/or disabilities is above average. Most of these have speech, language and communication difficulties. The number of pupils on roll have reduced each year since the previous inspection, mainly due to demographic trends in the locality. The school has gained the following awards: Investors in People, Healthy Schools, Basic Skills Quality Mark, Inclusion Quality Mark and Sports Activemark.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Glebe Infant is a satisfactory school. It has a number of strengths and is improving. Parents are overwhelmingly supportive and praise the staff for their caring and supportive attitude that helps the pupils to make good progress in their personal development. This, including pupils' spiritual, moral, social and cultural development, is good. Pupils thoroughly enjoy school and because of the high levels of care and support provided, they develop positive attitudes to learning and each other. Behaviour is excellent both in lessons and around the school and has a positive effect on achievement. Pupils have a good understanding of how to lead healthy lifestyles because the school's provision to support the pupils' well-being is good. They delight, for example, in taking part in the whole school aerobics session held at the end of lunchtime. One pupil said, 'I feel healthy now because that made my heart beat fast.'

Standards are average but improving and achievement is satisfactory. Children enter Year 1 with skills that are similar to those typically found. They make steady progress overall, though it is stronger in Year 2, particularly in writing and mathematics. This is because the quality of teaching and learning is good in this year group. HI pupils make good progress and achieve well because they benefit from good quality specialised teaching in English and mathematics, as well as from working alongside other pupils in the afternoon. However, overall, the quality of teaching is satisfactory. There are some strengths in all classes, particularly in the way that teachers manage the pupils' behaviour and ensure that relationships are very positive. The recent focus on developing pupils' learning that has included making sure that they know what is expected of them in lessons and how to improve, is paying dividends. This improvement is supported by effective procedures for tracking pupils' progress in English and mathematics. Pupils are clear about their targets in English but are less so in mathematics. In some lessons, particularly in Reception and Year 1, work is not always well-matched to pupils' needs. The school also recognises the need to make sure that recent improvements in tracking progress in English and mathematics become embedded in other key subjects and classes across the school. Inconsistencies such as these slow pupils' progress. The curriculum is good and stimulates pupils' interest and enjoyment in learning. Teachers' planning to establish productive links between subjects is effective and this provides a good context and purpose for learning. However the length of the afternoon session of the Nursery is shorter than the minimum expected.

Leadership and management are satisfactory. The headteacher provides strong pastoral leadership and she has led improvements in provision, demonstrating the school's commitment to raising standards. However, although this is now improving, in the past the school has not always evaluated its effectiveness with sufficient rigour. The staff work closely as a team and the senior staff have mapped out a good plan to improve the currently satisfactory procedures for checking provision and standards. The school has made satisfactory progress since its last inspection and has a satisfactory capacity for further improvement.

## Effectiveness of the Foundation Stage

### Grade: 3

There is satisfactory provision in the Foundation Stage. The staff plan enjoyable and interesting activities for the children, with hands-on experiences. There is a good balance between activities that are directed by the teacher and those that the children's choose for themselves. This helps to support their involvement. Children enjoy their time and it provides them with a good start to their education. The learning environment is stimulating and resources of good quality are

well used. The early introduction of the teaching of letters and sounds prepares children well in learning how to read and write. Parents are involved well in their children's education and many parents commented positively saying that staff always go out of their way to make sure that they know how well their children are progressing.

However, the impact of these strengths is reduced by a significant weakness. Although by the time they leave the Reception classes, most children attain the early learning goals in all areas of learning, the progress of children who attend the Nursery in the afternoon is reduced because the school provides a session that is less than the time required. Progress is therefore satisfactory overall.

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

- Accelerate the rate of pupils' progress by developing more consistency in the quality of teaching and learning.
- Ensure that the arrangements for tracking progress in science match the quality of those for English and mathematics.
- Ensure the curriculum time provided for Nursery children attending in the afternoon meets requirements.

A small proportion of the 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**

Achievement is satisfactory and standards have been at the national average in reading, writing and mathematics for the past three years. The improvements in provision introduced in the current school year have quickened progress, particularly in writing. In addition, because the quality of teaching and learning is very good in Year 2 and teachers make sure that work is challenging and well-matched to the pupils' needs, progress in this year is good. In consequence, current Year 2 pupils are on course to attain standards that are stronger than in previous years, particularly in writing. Pupils with hearing impairment make good progress and achieve well because provision to meet their needs is good. The achievement of other pupils with additional learning needs is satisfactory.

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

### **Grade: 2**

Pupils are confident and have very positive attitudes. Attendance has improved since the previous inspection and is now average. Pupils feel very safe in school and know there is someone that they can turn to if in difficulty. They make good contribution to the school community with their work on the school council, and to the wider community by raising money for charity. 'We make the school better', proudly announced one school council member. Pupils acquire good team skills by their participation in various clubs, community events, and activities such as the 'growing most potatoes' competition for all the classes. These, together with their satisfactory basic skills, ensure that pupils' preparation for moving on to the Junior School, is satisfactory.

## Quality of provision

### Teaching and learning

#### Grade: 3

Classrooms provide a calm and purposeful atmosphere in which pupils enjoy lessons and learning. This is because all the staff are skilled in managing the pupils' behaviour and they ensure that relationships are highly positive. Recent improvements in learning are starting to pay dividends. In the best lessons, teachers not only outline the purpose of the lesson, but they constantly refer back to this to ensure that pupils are on track to attain the targets that are set for them. However, this is not always the case and, in some lessons, teachers do not provide sufficient challenge to lift pupils' learning beyond satisfactory. The teaching of HI pupils is good because staff have the necessary expertise to help pupils overcome their disability and to learn effectively.

### Curriculum and other activities

#### Grade: 2

The curriculum has improved since the previous inspection. Other than in respect of the time allocation in the Nursery, it is good and provides a wide range of interesting learning opportunities that stimulate pupils' interest and imagination. It is innovative in its approach, linking different subjects creatively and with very careful planning to meet pupils' needs. Pupils' personal development is promoted well, as are the basic skills in all subjects. Programmes to support pupils with learning difficulties are carefully planned. The curriculum is enriched with a good range of opportunities for visits and visitors and also extra curricular activities.

### Care, guidance and support

#### Grade: 2

The care and welfare of the pupils is good and central to the school's work. There is an excellent level of commitment to pupils' welfare and a real sense of every individual child being important. Effective systems for safeguarding children are in place and rigorously applied to cover health and safety, child protection and all kinds of risk assessments. Strong and very productive links with a wide range of agencies support pupils with learning difficulties and the care and welfare of the vulnerable pupils. Improvements to the school's systems for checking pupils' progress help teachers to be more secure in spotting any underachievement. Although pupils are clear about their targets for reading and writing they are less certain about how to improve in mathematics. There are good arrangements for tracking progress in English and mathematics but this is not yet the case for science although there are good plans in place to address this issue.

## Leadership and management

#### Grade: 3

The headteacher ensures that the school runs smoothly and her caring attitude is admired by all parents. However, because in the past there has been a lack of precision in the processes for checking provision and standards, the school has taken a view too generous of its effectiveness. A more analytic approach to self-evaluation has been recently developed, which has generated a more accurate picture of the school's quality. In turn, this has led to teachers being able to identify more accurately, and support any pupils that may be vulnerable or not

making sufficient progress. Governance is satisfactory. Governors are supportive of the school but, as they acknowledge, have been over-reliant on the headteacher to do some of their work for them. In addition, there is a constant turnover of governors, which limits their effectiveness because organisational arrangements do not have time to settle.

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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	1
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?	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>	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	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**

30 April 2008

Dear Pupils

Inspection of Glebe Infant School, Raleigh, SS6 9HG

Thank you for making us so welcome when we visited your school. We were impressed with your good manners and your excellent behaviour and also by your enjoyment of school and how you look after each other. It was good to see that your school council is an important way for you to help towards the running of your school.

Yours is a satisfactory school. There are some things that are good, including the way you care for each other and show respect to everyone. All the adults look after you well and help you to feel safe. Teachers make sure that there are lots of interesting activities for you to do. We hear that you particularly enjoy the Friday afternoon activities!

There are some things that need to be done to make your school better. We have asked Mrs Dimmock and your teachers to do three things. First, to make sure that you all make more progress by making sure that all lessons are as good as the best ones. Second, to make sure that they check your progress in science as well as they do in English. Finally, we have asked that the afternoon time for the Nursery is made longer.

You can help by making sure that you work hard to meet your targets.

Thank you again for helping to make our time with you enjoyable and I hope that you will always be happy at school.

With best wishes,

Keith Sadler

Lead inspector