

Glebeland Community Primary School

Inspection report

Unique Reference Number	121014
Local Authority	Norfolk
Inspection number	313836
Inspection dates	12–13 November 2008
Reporting inspector	Roger Sadler

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	88
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Gordon Butler
Headteacher	Mr Alan Williams
Date of previous school inspection	4 October 2004
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Beccles Road Toft Monks Beccles Suffolk NR34 0EW

Age group	4–11
Inspection dates	12–13 November 2008
Inspection number	313836

Telephone number
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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

All pupils are White British and have English as their home language. The percentage of pupils with learning difficulties and/or disabilities is below average. The proportion of pupils eligible for free school meals is also below average. Children in the Early Years Foundation Stage (EYFS) enter the mixed age Reception and Year 1 class at the beginning of the year they are five, either full-time or for mornings depending on their ages. From January onwards, they attend full-time. The majority of children enter this class with knowledge and skills broadly in line with those expected nationally. However, these vary from year to year and have declined recently, especially, children's language skills. The school has received an Artsmark award for its promotion of art and design and other arts. On the first day of the inspection pupils moved into their new classrooms following a substantial building project. The building and renovation project is due to continue for the next few months.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory school. As a result of the sound education provided, pupils' achievement and progress are satisfactory. Children make good progress in Reception and Year 1, where provision is good. They make satisfactory progress elsewhere in the school. Consequently, standards are average by the end of Year 6. In some classes, too few pupils exceed the standards expected for their ages, especially in writing and mathematics, because they are given too little extra guidance and challenge. Pupils who find aspects of learning difficult make expected progress because their needs are identified and teaching assistants provide the necessary additional support. Standards in reading are rising. This is mainly due to the introduction of daily phonics lessons in the younger two classes and the additional support in letters and sounds for those older pupils who are most in need of this extra help. Home reading is well organised and hence many parents make a helpful contribution to their children's progress and enjoyment of reading.

Leadership and management are satisfactory. The headteacher provides good leadership of pupils' personal development and satisfactory leadership of their teaching and learning. Ways of monitoring the progress of pupils have improved over the last year. The information gained from this monitoring is used to allocate additional support to those who are at risk of falling behind. Almost all parents and carers are fully supportive of the school. They particularly appreciate the way that their children are made to feel valued and that their children enjoy school so much. One parent reflected the views of many when she wrote, 'It's a very welcoming school. The children are happy, confident and feel safe.' The school improvement plan concentrates on the most important areas for development. However, ways of judging progress on implementing the plan are somewhat unclear. This limits the capacity of leaders and governors to evaluate fully the impact of the plan on the standards pupils achieve.

This is a very happy school and pupils enjoy their time in it. They appreciate the good range of interesting clubs, visits and visitors which enhance the school's curriculum. Although the school's satisfactory curriculum mostly provides appropriate challenge for pupils, this is not always the case for the more able. Pupils' personal development and well-being are good. Pupils show consideration for others' safety and feelings, and they are friendly, polite and helpful. They have a good awareness of how to live healthy lifestyles and contribute well to the school community. Teaching and learning, as well as care, guidance and support, are satisfactory overall. Because teachers manage pupils' behaviour well, behaviour is good and relationships are excellent. However, too few pupils are clear about their learning targets and on what they need to concentrate to improve their work. This restricts the extent to which they are able to take responsibility for their learning.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children make good progress in all areas of learning and, by the end of Reception, most meet standards expected for their ages. Parents are pleased with the way that children are welcomed and settled into Reception. The children behave well and cooperate well with each other and adults. They concentrate very well, often for extended periods, and show good confidence in working independently and making choices. Children's rates of progress are improving, particularly in communication, language and literacy. This is linked to the introduction of daily lessons in letters and sounds. Teaching is consistently good. Assessment information is used

well to tailor provision to the learning and personal needs of each child in the mixed age class. Staff give high priority to promoting children's personal welfare and children are cared for sensitively. Staff are aware that outdoor learning is constrained by a lack of good quality outdoor space. However, there is a good plan to improve this aspect on the completion of the building programme. The EYFS leader brings great energy, commitment and enthusiasm to her role and has a clear understanding of how young children learn. Teamwork is good and all adults make a good contribution to children's learning in Reception.

What the school should do to improve further

- Provide extra support and challenge to help more pupils attain standards above those expected for their age, especially in writing and mathematics.
- Ensure that all teachers regularly specify what a good piece of work should look like so that pupils have a clear understanding of how to improve their work.
- Provide specific criteria for success in the school's development plan so that leaders and governors can more clearly evaluate progress in its key priorities.

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

Recent national tests and assessments, school records and pupils' work show that standards are average overall. The achievement and progress of most pupils in Years 2 to 6 is satisfactory. Rates of progress in reading are improving and a good proportion of pupils exceed expected reading standards for their ages. A few of the more able pupils are not challenged enough or given the additional guidance necessary to enable them to fulfil their potential, especially in writing and mathematics. The needs of pupils who are finding learning difficult are assessed accurately and additional extra support, either within classes or in small groups outside the class, enables them to make satisfactory progress.

Personal development and well-being

Grade: 2

Pupils enjoy school and form strong relationships with each other and adults. Concentration in lessons is good from Reception onwards and children cooperate very well in group work. They value the wide range of opportunities they are offered, particularly in sport. Pupils show a clear understanding of the importance of diet and exercise in keeping fit and healthy. They enjoy their swimming sessions and, by the end of Year 6, all pupils are confident swimmers. Most pupils attend school regularly but overall levels of attendance are only average due to the irregular attendance of a few. Pupils feel safe and say that problems are dealt with quickly and effectively and that there is always an adult who will help them. They show good understanding of how to keep themselves and others safe during the school's extended building project and have been closely involved in developing safety rules.

Pupils' spiritual, moral, and social awareness is good and their cultural awareness is sound. They respond well to the opportunities offered to reflect and develop opinions in class and assemblies and are sensitive to the lives of those less fortunate than themselves. Pupils willingly accept responsibility and participate in community activities and national charities. Their satisfactory

skills in literacy and numeracy, together with their confidence in relating to others, satisfactorily prepares them for their next school and the world of work beyond.

Quality of provision

Teaching and learning

Grade: 3

All teachers manage pupils very well and relationships are excellent in all classes. Other aspects of teaching, particularly, how well the more able pupils are challenged and the quality of academic guidance, are less consistent. This is because there is no clear policy that provides a clear outline to staff on expected approaches to teaching and learning. In some classes, clear criteria are too rarely provided to help pupils assess and analyse their work. This means that pupils sometimes cannot see where they have made mistakes or what they should concentrate on to improve their work in the future. Teaching assistants often provide sound guidance to individuals or small groups of pupils who find learning difficult and this helps them make satisfactory progress.

Curriculum and other activities

Grade: 3

The school provides a broad range of interesting learning opportunities that are enriched by a wide range of extra clubs and activities. Lessons such as French and German add variety and interest to the curriculum. Pupils respond well to the curriculum's good emphasis on promoting pupils' personal development. The school's improved system of tracking is used to identify pupils at risk of underachieving and a good range of additional programmes for these pupils helps them learn. Although progress in writing is satisfactory, in some classes, there are not enough opportunities for pupils to develop specific writing skills in subjects other than English.

Care, guidance and support

Grade: 3

Pastoral care is good and academic guidance is satisfactory. Children are cared for sensitively and individually and their pastoral needs are well known to staff. Risk assessments and child protection arrangements are effective. Ways of ensuring pupils are safe, properly cared for and well-behaved in school are thoroughly planned and consistently carried out by staff. Consequently, this is a happy, orderly and safe school. Guidance for learning is inconsistent throughout the school. In some classes, too few pupils know their learning targets and most pupils are unclear about the level at which they are working and where they need to concentrate to move to the next stage of learning. This has the effect of slowing their learning.

Leadership and management

Grade: 3

Satisfactory monitoring and evaluation arrangements provide the headteacher with a clear overview of where improvements are needed. Since the previous inspection, ways of monitoring and tracking the progress of individuals and year groups have improved and this information is better used to allocate additional programmes and support to pupils who are at risk of falling behind. The school is therefore in a sound position to continue to improve in the future. Leaders

do not check that all teachers are adopting similar and effective approaches in classrooms. This leads to inconsistencies in aspects of teaching throughout the school, for instance in the way that pupils' work is marked.

Governors have a reasonable overview of where improvements are needed. Their effectiveness, working with other school leaders, to evaluate the outcomes of planned actions on the progress of pupils is limited. This is because ways of measuring the impact of the school's plan for improvement are often unclear. The school makes a satisfactory contribution to community cohesion through effectively developing pupils' skills in forming harmonious relationships. However, the headteacher is aware that pupils' knowledge of traditions and cultures of minority ethnic groups in modern Britain requires improvement. There is a useful plan to develop a partnership with a school in Leicester to help extend pupils' experiences.

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.

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?	3
The capacity to make any necessary improvements	3

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	3
The standards ¹ 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/or disabilities make progress	3

¹Grade 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.

Personal development and well-being

How good are 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
The extent to which 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 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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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 eliminated	3
How well does the school contribute to community cohesion?	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

Annex B**Text from letter to pupils explaining the findings of the inspection**

14 November 2008

Dear Children

Inspection of Glebeland Community School, Beccles, NR34 0EW

Thank you all for making me so welcome when I inspected your school. I enjoyed my visit, especially seeing how delighted you were to move into your new building at last. I would like to give a special thank you to those who talked to me about school life during their lunchtime.

I found your school a satisfactory school. It is a very happy place where people get on very well and treat each other politely and with respect. You make satisfactory progress in your work overall, and you are doing well in reading. Many of your parents help you improve your reading by hearing you read at home. New children in Reception are helped to settle in quickly and are already on the way to learning to read, write and count.

You behave well, feel safe in school and know that adults in school look after you well. Some of you take on additional responsibilities for helping the school run smoothly and you join in with community activities.

You and many of your parents told me that you regard your school highly and appreciate the work the staff and your headteacher do. I could see that you enjoy school life and most of you attend regularly - well done! Your headteacher and the staff are working hard to improve the school and know that there are some things that still need to be done. To help, I have asked them to do the following things:

- help more of you to reach higher standards in mathematics and writing
- make sure you always have a clear understanding of how to improve your work so that you can take more responsibility for your learning
- see more clearly how well the school is improving.

Yours sincerely

Roger Sadler

Lead inspector