

# Glascote Heath Primary School

## Inspection report

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<b>Unique Reference Number</b>	124178
<b>Local Authority</b>	Staffordshire
<b>Inspection number</b>	328072
<b>Inspection dates</b>	18–19 November 2008
<b>Reporting inspector</b>	Gerald Griffin

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.

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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 (total)	183
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
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Steve Labnan
<b>Headteacher</b>	Nicky Poore
<b>Date of previous school inspection</b>	8 November 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Silverlink Road Glascote Tamworth B77 2EA
<b>Telephone number</b>	01827 475000
<b>Fax number</b>	01827 475001

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<b>Age group</b>	4–11
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Glascote Heath is a primary school of average size. Nearly all pupils come from White British families. The proportion of pupils with learning difficulties and/or disabilities is above the national average. The school's Early Years Foundation Stage (EYFS) provision comprises two Reception classes. The privately managed 'Glascote Heath Pre-School' is situated on the school site.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Glascote Heath is a good school. From starting points well below typical expectations pupils' achievement is good and by the end of Year 6 they reach average standards. Children get off to a good start in the Reception classes, where progress is good. Pupils develop into confident and mature young adults in the school's very safe and stimulating atmosphere. Pupils are extremely proud of their school and are very keen to tell visitors how much they enjoy their lessons, participating in clubs and meeting their friends. Pupils are very polite and courteous to each other and to adults. They behave well and pupils' personal development and well-being are good.

There are many signs that the school is improving rapidly under the good leadership of the headteacher. For example, in the last year, standards rose markedly in English, mathematics and science. Able pupils, who often made slow progress in the past, now make similar good progress to their peers. The school has successfully tackled many of the weaknesses in pupils' writing. As a result, standards in sentence construction, spelling and punctuation are now average. However, pupils' ability to express their ideas clearly enough in longer pieces of written work, such as stories or reports, is a relative weakness. This is because they do not have enough opportunity to practise such writing in English and other lessons.

Good teaching is promoting pupils' rapid progress. Pupils are keen to learn and work hard because lessons are interesting, relevant and stimulating. The work in most lessons challenges pupils well. Occasionally, the level of challenge drops because teachers talk for too long. When this happens, progress slows as pupils lose concentration. The good curriculum supports pupils' personal development well. A wealth of clubs and many educational visits broaden and enrich pupils' learning experiences and greatly add to their enjoyment of school. Pupils receive good care, guidance and support. Pastoral care is highly effective. Teachers give pupils very clear advice on how to improve their work and the sensitive support provided for pupils with learning difficulties and/or disabilities ensures they can join in all activities.

Parents are overwhelmingly supportive of the school and very pleased with the quality of education it provides. One summarises the views of many, writing, 'My daughter loves every minute of school and is making outstanding progress in all areas thanks to the hardworking teachers.' Leadership and management are good. Staff enthusiastically share the headteacher's unrelenting drive and determination to raise standards. The deputy headteacher and subject leaders provide her with capable support. The school's recent record of improvements shows it is well placed to become even better.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Parents are very pleased with the quality of education and care provided in the EYFS. One parent wrote, 'My son has come on leaps and bounds since starting school because of the great support he gets from teachers.' Parents are well informed about their child's progress. The induction arrangements, that enable children to settle quickly into school, are effective. Children are very safe and happy in the Reception's lively atmosphere. They quickly grow in confidence and their behaviour is good overall. Occasionally, children do not listen attentively to the teacher or call out answers and this sometimes interrupts learning.

Children make good progress in Reception classes so that by the time they move to Year 1 they reach typically expected levels in all areas of learning. They make particularly good progress in their personal, social and emotional development. This good progress is the result of good teaching by well-qualified adults. Staff use their regular assessment of children's progress particularly well to plan the next steps in their learning. There is an appropriate balance between activities that adults lead and those chosen by children. There are satisfactory opportunities to learn outdoors and exercise in the fresh air. The school is aware that the larger of the two outdoor areas is underused and not yet providing experiences in all areas of learning. Children have ready access to a good range of resources, which adds to their enjoyment of learning and promotes their independence. Leadership and management are good. The programme of training that leaders provide for staff is effective in ensuring they have a wide range of appropriate skills to promote children's learning and welfare.

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

- Provide more opportunities for pupils to write longer pieces of work so that they express their ideas clearly.
- Ensure pupils are challenged well and actively engaged throughout their lessons so that they always make good progress.

## **Achievement and standards**

### **Grade: 2**

Children's skills and experiences on entry to the Reception are well below those expected for their age. They make good progress in the Reception classes and good progress between Year 1 and Year 6. Standards by Year 6 are broadly average overall. Girls' standards, which in previous years were well below that of the boys, have improved greatly so that boys and girls now attain similarly. Pupils' achievement, including that of those with learning difficulties and/or disabilities, is also good.

Pupils' reading ability is appropriate for their age. Pupils' ability to link sentences together in paragraphs to convey their thoughts accurately is not as well developed as other aspects of their written work. Standards in mathematics have risen because pupils' skills of solving numerical problems and their mental arithmetic have greatly improved. Standards in science have risen in the past two years because pupils have more opportunities to become skilled in scientific investigation. Pupils have well-developed skills in many aspects of information and communication technology such as computer graphics and programming and standards in this subject are average overall.

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

### **Grade: 2**

Pupils' spiritual, moral, social and cultural development is good. Pupils respect each other, adults and the environment and reflect maturely on their feelings. A very clear perception of right and wrong underpins their good behaviour. Occasionally, they interrupt lessons when they call out answers. Pupils readily help each other and work together well in teams. They have a well-developed understanding of the diversity of British culture.

The school quickly and effectively deals with the very rare cases of bullying. Pupils have a clear understanding of how to keep themselves safe, for example on the internet. Improving attendance, which was average last school year, reflects pupils' enjoyment of all aspects of

school. Pupils have a well-developed understanding of how to maintain a healthy lifestyle and most do their best to take plenty of exercise and eat a balanced diet. They are very keen to accept responsibility, for example as peer mentors, library monitors and as members of the school council. They enjoy organising stalls for community fairs, performing in local arts events and giving generously to charities. Pupils' positive attitudes and their average standards mean their preparation for secondary school and future employment is satisfactory.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Pupils enjoy lessons because teachers plan work that is relevant and interesting. Teachers use computers and other resources well to engage pupils. Teachers use assessments well to plan learning activities that match pupils' needs closely. This is especially improving the progress of more able pupils. Many learning tasks, such as research, actively involve pupils in their learning and these markedly accelerate progress. Sometimes teachers do not sustain a good level of challenge because they spend too long explaining what needs to be done. As a result, pupils' concentration wanders and their progress slows. Teaching assistants make a valuable contribution to learning, especially for pupils with learning difficulties and/or disabilities.

### **Curriculum and other activities**

#### **Grade: 2**

Lessons in the visiting 'Life Bus' have left pupils with a deep impression about the dangers of smoking and alcohol and misuse of drugs. Together with swimming lessons and lively assemblies, these are some of the ways in which the curriculum provides good support for pupils' personal development. The curriculum provides good opportunities for pupils to practise their mental arithmetic and solve mathematical problems. Pupils do not currently have enough opportunities to practise writing longer pieces of work in all the subjects they study, and this slows their progress in this area. Nevertheless, the school has recognised this and plans to address the issue. Pupils with learning difficulties and/or disabilities have individual learning programmes that meet their needs effectively. A large number of well-attended sports and other clubs raise pupils' aspirations. The many educational visits and visitors to school bring relevance to class work and broaden pupils' horizons.

### **Care, guidance and support**

#### **Grade: 2**

Parents and pupils are correct when they say that teachers and other adults use their detailed knowledge of pupils' needs very well to provide a high quality of pastoral care. Pupils are confident that adults will quickly and effectively sort out any worries that they have. Child protection procedures and health and safety arrangements are robust and regularly reviewed. The 'nurture room', which provides practical activities to help pupils with low esteem quickly boost their self-confidence, is one of the many ways the school provides high levels of support for its pupils with learning difficulties and/or disabilities. The school makes good use of experts to promote pupils' welfare and progress. For example, they are helping staff plan effective programmes to support pupils with autism and dyslexia.

Marking and other feedback provide pupils with a very clear idea of what they need to do to improve their work and this is having considerable impact on accelerating pupils' progress.

Regular self-assessment is enabling pupils to take on increasing responsibility for their learning. Some younger pupils are not always clear about their targets because they are not always written in a way they can easily understand.

## **Leadership and management**

### **Grade: 2**

The headteacher sets challenging targets for the school, which are shared effectively with staff. Leaders at all levels undertake regular monitoring and evaluation that provide the school with a largely accurate assessment of its strengths and areas for improvement. Development plans are appropriate and successful. For example, progress in mathematics has accelerated because training has sharpened staffs' skills in teaching problem solving. The school records the standards reached by pupils each term and uses this information well to check progress and provide effective additional help for those who fall behind. The school agrees there is scope to increase the frequency of this process to identify any underachievement or coasting more quickly. Good strategies exist for working with parents and the local community and ensuring pupils learn about different faiths. The school uses staff well to keep class numbers small so that pupils are able to receive more individual help.

Governors work hard on behalf of the school. They are well informed and challenge the school robustly over the quality of education it provides.





## 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

### 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?	2
The standards <sup>1</sup> 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/or disabilities make progress	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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	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

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	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

## 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	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	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

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

20 November 2008

Dear Pupils

Inspection of Glascote Heath Primary School, Tamworth B77 2EA

Thank you for being so polite and friendly when we visited your school recently. We enjoyed our visit and having the opportunity to talk to some of you and to see you in lessons and at play. You are rightly proud of the school's happy atmosphere in which you all get on so well together. We think Glascote Heath is a good school. We also think it is improving. Here are some of the things we found out.

- Good teaching helps you make good progress in your lessons.
- You make a good start to school in the Reception.
- Standards are average in English, mathematics and science.
- You really enjoy school and feel very safe and secure.
- You behave well and your attendance is satisfactory.
- You have good relationships with your teachers and you work hard for them.
- The curriculum provides you with many exciting clubs and visits out of school.
- Adults look after you well and are always ready to help you.
- You have a clear understanding of how you can improve your work.
- The headteacher and adults are working hard to make sure the school gets better.

We have asked the school to do two things to help you do even better in your learning.

- Help you improve the way you express your ideas in your writing by giving you more practice at writing stories and other longer pieces of work.
- Make sure you are always working hard in lessons.

You can help the school by continuing to behave well, trying your best in lessons and improving your attendance.

We wish you all success in the future.

Yours sincerely

Gerald Griffin

Lead inspector