

Glebe First and Middle School

Inspection report

Unique Reference Number	102224
Local Authority	Harrow
Inspection number	335862
Inspection dates	16–17 November 2009
Reporting inspector	Raminder Arora

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

Type of school	Primary
School category	Community
Age range of pupils	3–12
Gender of pupils	Mixed
Number of pupils on the school roll	453
Appropriate authority	The governing body
Chair	Mrs Jill Evans
Headteacher	Mrs Donna Barratt
Date of previous school inspection	4 December 2006
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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 20 lessons and held meetings with governors, staff, groups of pupils and parents. They observed the school's work and looked at a number of documents. These included the school development plan, attendance data, pupil progress data, local authority reports on the school, curriculum documents and safeguarding information. The inspectors also analysed pupils' work in books, and pupil, staff and parental questionnaire responses.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- Children's levels of skills development on entry to the Early Years Foundation Stage and their progress through Nursery and Reception.
- The key factors in pupils' progress in Years 1 to 7 that leads the school to suggest that learning is good.
- The consistency in the quality of teaching and how well assessments are used to boost learning.
- The effectiveness of leaders in securing consistent improvement and how well governors contribute to the school's leadership and management.

Information about the school

This is a large school with a nursery, serving a culturally diverse community in Harrow. Almost all pupils are from homes where English is not the first language and the proportion of those new to learning English is much higher than in most schools. A high number of pupils enter the school after the normal entry point in the Nursery or Reception classes. The proportion of pupils who have special educational needs and/or disabilities is above the national average. Pupils' needs include learning difficulties, speech, language and communication difficulties, and behavioural, emotional and social difficulties. The school provides an after-school club and a wide range of parent and family learning activities. The school has some prestigious awards such as Activemark and Artsmark. The school is rapidly growing in numbers.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

1

Main findings

Glebe is an outstanding school which is held in high regard by parents. It is highly inclusive and serves the needs of its diverse local community exceptionally well. At the heart of the school is a real commitment to ensure that every individual really matters. The school makes a strong contribution to community cohesion and has established excellent partnership with parents. One parent wrote, 'I am really astonished at teachers' efforts in helping children achieve good results'. Racial harmony and relationships at all levels are outstanding. Pupils' behaviour is exemplary. They take on the wide range of responsibilities open to them, including the school council, with great enthusiasm. The excellent care and guidance help pupils to overcome barriers to progress, such as the high pupil mobility.

The Early Years Foundation Stage children get off to a good start, even though most join the Nursery with very low skills. The staff conscientiously focus on rapidly developing children's confidence alongside boosting their language skills. Attainment has risen and is now broadly average at the end of Year 6. As a result of the school's concerted efforts to work closely with parents, attendance has risen to above average and currently there are no persistent absentees. By the time they leave school in Year 7, all groups of pupils have achieved very well in their academic and personal learning. Good quality teaching across the school ensures that all pupils make good progress. Keen support of teaching assistants boosts the impact of the teaching and plays a key role in ensuring that all, including those who have special educational needs and/or disabilities, and those learning English as a new language make progress in line with their peers. As a result, some pupils, particularly those identified as vulnerable, show exemplary progress.

The essence of the pupils' success is the outstanding leadership at all levels, underpinned by the school's rigorous self-evaluation that carefully assesses the impact of interventions and new developments. Checks on the progress of individuals ensure that pupils of all abilities and backgrounds achieve as well as they can. Very clear priorities are established. For example, the continuous focus on writing, identified as a weakness, is being tackled through improving the quality of teachers' marking. The whole school has worked tirelessly to maintain and further build on the outcomes of the last inspection and has successfully taken the school forward. The school demonstrates an outstanding capacity for continuous improvement.

What does the school need to do to improve further?

- Ensure marking and feedback practices are consistently applied so that individual

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pupils are sufficiently challenged and supported to produce good quality writing throughout the school.

Outcomes for individuals and groups of pupils

1

Children enter the Early Years Foundation Stage with levels of skills that are well below those expected for their age. By Year 6, attainment is broadly average. Attainment has risen substantially in science, mathematics and reading as a result of the effective strategies the school has put in place. For example, ensuring that younger pupils read to an adult on a regular basis has improved children's confidence and skills. There have been significant improvements in writing as well, especially for boys, but standards remain below average.

Pupils of all abilities and backgrounds, including those who have special educational needs and/or disabilities, were seen to be making good progress in lessons during the inspection. Pupils of Somali origin, who have very positive attitudes to learning, and those pupils at the early stages of learning English, who benefit from very effective and well-targeted support, make particularly rapid progress. Pupils work hard and enjoy their learning immensely. They concentrate well, making thoughtful contributions to class and group discussion. Work in books is neatly presented, showing pride and care, even when handwriting is not well developed. Behaviour is excellent and pupils who have severe behavioural difficulties learn to manage their behaviour better as they make progress through the school.

Staff work extremely well to promote an ethos of care, mutual respect, and high expectation. Pupils develop as well-rounded young people who are well prepared for the next stage of their lives by the good gains they make in basic and social skills, their regular participation in sport, and their healthy eating habits. From entertaining the local community with wonderful performances of steel drums to supporting children abroad, pupils are developing a good understanding of their place in the global community. The diversity of cultures and faiths represented across the school is warmly celebrated and promoted. Consequently, the spiritual, moral, social and emotional aspects of pupils' development are outstanding. Pupils show respect for the diverse range of faiths and cultures represented within the school.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

The progress of pupils and the quality of teaching seen indicate that teaching is good overall. The inspectors also observed some outstanding lessons. In all lessons the classrooms are very well managed and organised. There are excellent relationships between pupils and staff and behaviour is exemplary. In the best lessons, questioning is very skilful, teachers have good subject knowledge and make very good use of information and communication technology (ICT) to extend thinking and understanding. Teachers' planning is very thorough and in most classes identifies the needs of all groups of pupils and how they will be supported by teaching assistants. The majority of teachers use marking and assessment well to help them plan lessons that will meet the needs of pupils. They also ensure that pupils have targets and know how to improve their work but marking practices and feedback to individual pupils, particularly in writing, are inconsistent across classes and not helpful enough for pupils to produce writing of a consistently good quality. Assessment is used effectively to identify pupils who require additional support and extension activities. In most lessons pupils are fully involved in assessing their own progress and they demonstrate very good understanding of their strengths and areas that require development.

The school provides an excellent curriculum. It gives pupils a wealth of vibrant learning experiences to support their learning and places a strong emphasis on promoting all pupils' personal development. All pupils benefit from the strong cross-curricular links that place learning in a real context and make it more meaningful and relevant. The school plans days or weeks to enrich learning in areas such as technology and physical education and holds focused curriculum weeks such as the Language Experience Week,

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Creative Arts Week, Enterprise Week and Fun and Fitness Week. Teachers' short-term planning ensures that all pupils can access learning through the creative links; for example, a mathematics topic of repeating patterns was used imaginatively to underpin learning in ICT. Provision for writing has improved since the last inspection and teachers create innovative opportunities for pupils to explore many different forms of writing. An excellent range of school clubs and enrichment activities that are well attended add to pupils' enjoyment.

The high levels of care, guidance and support reflect the aims of the school. Pupils receive very well-targeted support and there is additional help for those pupils who have special educational needs and/or disabilities to enable them to be included in all school activities. Where needed, the more vulnerable pupils are supported exceptionally well by teachers and teaching assistants and other professionals such as educational psychologists. The school can point to striking examples of where it has helped individuals and groups of pupils to overcome significant barriers to their education. The school's provision for the extended school's services offers many opportunities from which pupils and their families benefit greatly.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher and her team have been pivotal in driving improvement and embedding ambition since the previous inspection. Monitoring and self-evaluation are rigorous and priorities for improvement are very appropriate. The leadership team recognises pupils are not performing as well in writing as in other subjects and is currently addressing the issue through actions set out in the school development plan. The school is extremely effective in engaging parents and carers, partner schools and external agencies in supporting the learning and well-being of pupils. A real strength is the school's excellent promotion of equal opportunity that places it at the heart of its community and which is reflected in the school's growing popularity. The school's contribution to community cohesion is outstanding, including through well-established links with schools locally as well as in India, Pakistan, Germany and Belgium by involvement in projects such as the European Union's Comenius Project and the Harrow Community Schools Project. The excellent governing body has ensured that all statutory regulations are met and that excellent safeguarding arrangements are in place.

These are the grades for leadership and management

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The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Most children join the Nursery with skills that are considerably lower than those expected for their age in all areas of learning. Sensitive care and welfare ensure that the children make good gains by the time they enter the Reception class. Most show particularly good progress in their personal, social and emotional development, and in their language and communication skills. Children continue to make good progress through the Reception classes. They become confident speakers and gain a lot of self-esteem. By the end of the Early Years Foundation Stage, while the standards remain low, particularly in children's language and communication skills, the majority have acquired a good start to their education. Children's personal development improves greatly over time, which helps them learn increasingly well. Children make good progress because the curriculum, teaching, support and consideration for their welfare are effective. Both indoor and outdoor provisions are of the same good quality, enabling children to experience many interesting and varied learning activities. Children play together, take turns and cooperate with each other well. Staff work together as a strong team. Good support is given by experienced, knowledgeable and caring teaching assistants who ensure that activities are well planned and resourced so that all children make good progress. However, some opportunities to develop their reading, writing and number skills are not fully maximised, for example counting one to one through activities provided. The few children attending 'after-school club' benefit a lot from its good quality care. Leadership and management are good. Comprehensive records are kept of children's progress and used well to support their learning.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Most parents have very positive views of the school. They are particularly pleased with the caring, friendly and welcoming ethos. Evidence from the inspection supports parents' views that children enjoy school and that care for children's health and safety is very effective. A small minority of concerns centred around behaviour at playtimes. Behaviour during inspection was found to be exemplary in lessons and around school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Glebe First and Middle School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 150 completed questionnaires by the end of the on-site inspection. In total, there are 453 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	86	57	59	39	1	1	3	2
The school keeps my child safe	77	51	63	42	6	4	3	2
The school informs me about my child's progress	63	42	74	49	6	4	2	2
My child is making enough progress at this school	52	35	80	53	6	4	3	2
The teaching is good at this school	65	43	74	49	4	3	2	1
The school helps me to support my child's learning	63	42	75	50	6	4	2	1
The school helps my child to have a healthy lifestyle	72	48	61	41	9	6	4	3
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	44	29	78	52	7	5	3	2
The school meets my child's particular needs	41	27	86	57	4	3	4	3
The school deals effectively with unacceptable behaviour	56	37	71	47	10	7	4	3
The school takes account of my suggestions and concerns	48	32	79	53	5	3	6	4
The school is led and managed effectively	56	37	70	47	7	5	3	2
Overall, I am happy with my child's experience at this school	71	47	71	47	4	3	2	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



18 November 2009

Dear pupils

Inspection of Glebe First and Middle School, Harrow, HA3 9JU

Thank you for welcoming the inspectors to your school recently. We enjoyed meeting you and are grateful to you for talking with us and sharing your work.

We could see that yours is an excellent school. Your parents and carers told us that this is what they think too and lots of you obviously agree. You learn well and by the time you get to the end of Year 6 your skills and knowledge are similar to those we see in most schools. We were very happy to see that pupils in Year 7 have achieved well by the time they leave school, and are well prepared for their secondary school education. This is because the adults teach you well. You do really well in mathematics and science. We enjoyed seeing how much you like reading and the good progress you make. You do not make quite as good progress in your writing, or make sure that it is always of a good quality. The adults know that they need to give you more help here and we have asked them to do so as soon as possible.

The adults give you interesting things to do and are always providing extra things, such as clubs, to help you to enjoy school even more. Lots of you told us that you enjoy school tremendously. You feel really safe and know that the adults care extremely well for you. You help them a lot, by being cheerful, behaving exceptionally well and always being willing to work hard. The headteacher and other staff know how to make your school even better.

You will help the adults if you continue to work as hard as you do now. Well done and very best wishes for the future.

Yours sincerely

Raminder Arora

Lead Inspector

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