

Glebe Primary School

Inspection report

Unique Reference Number	102380
Local Authority	Hillingdon
Inspection number	335886
Inspection dates	16–17 June 2010
Reporting inspector	Jane Wotherspoon

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	361
Appropriate authority	The governing body
Chair	John Buckingham
Headteacher	Nick Alford
Date of previous school inspection	23 May 2007
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. Inspectors observed 21 parts of lessons taught by 15 different teachers. Meetings were held with staff, governors and groups of pupils. An inspector spoke informally with parents from Year 3 who were attending their children's assembly. Inspectors observed the school's work, and looked at pupils' books, the school's data on pupils' progress and attainment and a range of policy documents. They received 123 questionnaires from pupils and 66 from their parents and carers.

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

- the school's current data on pupils' attainment and progress from year to year and the rates of progress of different groups of pupils in lessons
- how well teachers plan work for pupils of different ability to enable all to make good progress and whether lessons are challenging enough for more able pupils
- how well teachers plan activities across subjects to enable pupils to apply their basic skills, including in writing and information and communication technology how well elements of national and global links are embedded in the school's strategy for promoting community cohesion.

Information about the school

The school is larger than average. The number of pupils on roll has risen since the last inspection although the school is still undersubscribed in some year groups. Boys outnumber girls significantly in some years. The school serves an area that is more socially and economically advantaged than most. The proportion eligible for free school meals is low. Around 60% of pupils are from White British backgrounds. The remaining 40% come from a wide range of ethnic groups, representing a mix of cultures and faiths. The proportion who come from homes where English is not the first language is higher than average, although the majority of these pupils are bilingual. Over 20 different languages are spoken. The proportion of pupils identified as having special educational needs and/or disabilities is broadly similar to most schools. However, the proportion with a statement of special educational needs is higher than usual because the school has Specialised Resourced Provision for pupils who are deaf. This provision is funded for nine pupils but occasionally takes more depending on demand for places. Currently there are nine full-time and one part-time pupil on roll. The number of pupils who join and leave the school at different times throughout the year is higher than usual. Approximately 10% of pupils come from military families stationed locally who may only stay at the school for a short time.

□ The school has achieved Healthy Schools status, has the Activemark, FMSIS and the Quality Mark. It is currently working towards achieving the ICT Mark and Inclusion Award.

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?

2

The school's capacity for sustained improvement

2

Main findings

The strong sense of community spirit at Glebe is underpinned by a positive ethos and welcoming environment. Pupils get on well together; they are considerate and supportive of one another. They say they feel exceptionally safe because 'teachers listen to you and let you have your own opinions'. Pupils have confidence that staff will deal quickly with any incidents that might upset the harmonious atmosphere. Parents are confident that their children are safe, happy and looked after very well.

In the last three years, pupils have achieved well in Nursery, Reception and Key Stage 1, but then progress slowed down in Key Stage 2. Attainment at the end of Year 6 has been broadly average for the last three years but could be expected to have been better. In particular, more able pupils have not always done as well as expected given their attainment at the end of Year 2. Strategies to increase pupils' progress have been successful. As a result of pupils making good progress, attainment in Year 6 is likely to be above average this year, with a similarly positive picture in other year groups.

This improvement in pupils' achievement has been secured through:

- a systematic approach to identifying what is working well in the school and what needs improvement, leading to a plan of appropriate actions
- increased accountability of all staff for what their pupils achieve
- better systems for assessing pupils' levels of work
- good teaching, including improved marking and target setting
- a better system for tracking pupils' progress to identify early when they might be falling behind expectations.

Writing is the weaker aspect of English and remains an area for improvement.

Opportunities for pupils to practise their writing skills are growing stronger as staff plan more activities that cross subject boundaries. However, the high expectations of pupils' writing seen in literacy books are not replicated in other subjects. Teachers' marking is good in pupils' English and mathematics books. It identifies clearly the steps that pupils should take to improve their work but does not always align closely with the pupils' targets. In addition, pupils are not given time to follow up teachers' comments in order to gain the most from this helpful marking.

The school's processes for self-evaluation involve all staff and governors and incorporate the views of parents and pupils gleaned from annual surveys. As a result, the whole school community has a clear view of what the school's leaders are trying to achieve. The success of the school's strategies for improvement can be seen in pupils' improving attainment and progress. This drive for sustained improvement is summed up effectively by the school's motto, 'We can and we will'.

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What does the school need to do to improve further?

- Raise attainment in writing by
 - developing further opportunities for pupils to practise using their writing skills in other subjects
 - ensuring that teachers' expectations of the quality of all pupils' writing, including their handwriting and presentation, are consistently high.
- Strengthen the quality and effectiveness of teachers' marking by:
 - ensuring that marking comments link more closely to the targets set for pupils, particularly to challenge more able pupils
 - giving pupils time to follow up marking comments in lessons
 - making sure that the marking of pupils' writing is consistent between subjects.

Outcomes for individuals and groups of pupils

2

Pupils enjoy school and achieve well. Their positive attitudes to learning and good basic skills, including using computers, serve them well for the future. Good behaviour and strong relationships contribute much to the working atmosphere in lessons. Pupils are interested, enthusiastic learners who work hard. The school's focus on improving writing is having a positive impact. Pupils are learning to write in a range of styles and the content and structure of their work is improving. Much is of good quality by the end of Year 6. The pride they take in their work is not consistent across subjects. The quality of handwriting and presentation is not always as high in other subject as it is in their writing books. Pupils are articulate, confident speakers who relish opportunities to explain their work to the rest of the class or to set mathematical challenges for each other. Peer assessment and self-assessment work well, with pupils able to check that they have met the criteria for successful learning. Pupils are well aware of their targets, and have a clear sense of what they are learning and what they need to do to improve. Pupils with special educational needs and/or disabilities also make good progress. Early identification and good quality intervention programmes meet their academic, social and physical needs. Pupils in the resource provision make outstanding progress in developing their communication skills because teachers actively encourage them to communicate with each other. There are no significant differences in the achievement of pupils from different ethnic groups. Those pupils who are bilingual and those at an early stage of learning English also achieve well.

Pupils have a well-developed sense of right and wrong and understand the consequences of their actions. They socialise well with each other, with older pupils helping younger ones, for example. Pupils are proud of their school community and their contribution to it. Through the school council, they suggest improvements to the governors. They undertake many small tasks as 'green monitors' to check that the school is doing all it can for the environment. Pupils contribute much to the local community through participation in the Ickenham festival and their links with the local

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horticultural society. Their awareness and understanding of other faiths and cultures, both within the school and beyond, are strong.

These are the grades for pupils' outcomes

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	2
The extent to which pupils adopt healthy lifestyles	2
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	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Much of the teaching is good. Teachers use assessment systems well to track pupils' progress and to ensure that activities are planned that meet their different learning needs. In the best examples, teachers adapt their planning further as a result of how well pupils did in the previous lesson. However, lessons rarely include opportunities for pupils to follow up on teachers' marking. Activities always include a challenge to extend those pupils capable of achieving more. This is leading more able pupils to make better progress than they did in the past. However, there is scope to increase the level of challenge further through the marking of their work. Lessons have a good mix of instruction, questions and activity. Teachers make good use of technology to demonstrate key skills to pupils. Sometimes questions do not build sufficiently on pupils' answers to challenge them still further. Other adults are deployed effectively to support specific individuals and groups of pupils.

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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Teachers are committed to planning activities that combine skills from a number of subjects. Increasingly they use other subjects to provide opportunities for pupils to practise their writing skills. This strategy is beginning to have a positive impact on pupils' progress in writing. Inspectors saw some examples of good quality writing in other subjects but expectations are not consistently high. Teachers' marking of writing in other subjects is also more variable in quality. The curriculum is much enhanced by enrichment activities, including a wide range of clubs attended by many pupils. 'Inspiration days', such as dressing up as Victorians, add interest to pupils' learning, and themes such as multicultural week raise pupils' awareness of diversity. Leaders monitor closely the impact of specific interventions on pupils' progress. Excellent links with external agencies support the school to meet pupils' specific learning or physical needs and the social and emotional needs of pupils whose circumstances may make them vulnerable. Attendance is rising and the persistent absence of a small number of pupils is reducing as a result of the school's good work with parents and the rigorous approach to following up such absence.

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	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Staff share the headteacher's clear vision for school improvement. The school's development plan is focused on the most important areas and contains appropriate actions. Criteria by which the success of actions can be measured are not always sharply focused on the difference the actions will make for the pupils. Restructuring of the leadership team has placed greater emphasis on the role of phase leaders to monitor the quality of provision and pupils' standards. Subject leaders are also clear about their role in improving provision for pupils. Morale is high because staff can see the impact of their work in the pupils' good progress and better attainment.

Developments in the system for tracking pupils' progress over shorter periods of time as well as the longer term enable careful analysis of pupils' performance. Termly meetings are held to discuss the progress of individuals and groups of pupils to ensure that they are not slipping behind. Any unevenness in outcomes is tackled swiftly. This careful monitoring also ensures that the school's commitment to equality of opportunity, expressed in its statutory policies on race, gender and disability, can be demonstrated in practice in pupils' outcomes. Discrimination is not tolerated and racist incidents, though rare, are tackled effectively.

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Governors know the school's strengths and areas for improvement. They challenge the school's leaders but are also supportive of the school by, for example, promoting it in the local community. Careful financial management has enabled staffing levels to be sustained and resources, such as computers, to be improved. The safeguarding committee oversees all matters of health and safety rigorously. Staff vetting is robust and staff have received appropriate training in child protection. The impact can be seen in the high level of confidence of pupils and their parents that the school is a safe place to be. Good relationships with parents are underpinned by regular communication and the school's 'open-door' policy.

□ The impact of the school's strategy for promoting community cohesion can be seen clearly in the strong and positive community spirit within the school. It is also evident in pupils' understanding of cultural differences. It is supported by the school's links with schools in Devon and Ohio and through the local community links with the church and the village.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
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	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children are happy, interested and sustain good levels of concentration. Personal and social development are strong. Children benefit from a wide range of activities, with a good balance between those that adults lead and those that children choose for themselves. The latter encourage them effectively to explore their environment and to become independent. Children make good progress in speaking, in early literacy skills and in early mathematical understanding. This is because staff plan these activities in considerable detail to take account of the different learning needs of their children. Staff

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observe and record children's learning frequently. They keep detailed records in Reception of children's knowledge of letters and sounds. Despite these good records, a group session on linking sounds and letters observed during inspection was not challenging enough for those who could achieve more.

□ 'Challenge cards' on each table show adults what children should be learning and suggest questions to ask. They provide good support for staff who are not as skilled or experienced at intervening in children's play to extend their learning. The phase leader is aware of areas in which children are not so strong □ currently creative development ? and ensures that planning is adapted accordingly. She is also aware of the slight variability in the experience and expertise of staff and is supporting them to develop their skills in, for example, observing children's learning.

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

The vast majority of parents responding to the questionnaire were overwhelmingly positive about the school's work. The approachability and support of staff were mentioned frequently in additional written comments. Parents praised the school's caring and nurturing environment, which enables their children to do well. Inspectors agree with these positive views. A very small number of negative comments received from parents were checked by the inspection team. Where appropriate, they are reflected in the report.

Responses from parents and carers to Ofsted's questionnaire

The inspection team received 66 completed questionnaires by the end of the on-site inspection. In total, there are 361 pupils registered at the school.

Ofsted invited all the registered parents and carers of pupils registered at Glebe Primary 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.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	44	67	22	33	0	0	0	0
The school keeps my child safe	50	76	15	23	1	2	0	0
The school informs me about my child's progress	29	44	34	52	3	5	0	0
My child is making enough progress at this school	39	59	24	36	3	5	0	0
The teaching is good at this school	39	59	26	39	1	2	0	0
The school helps me to support my child's learning	29	44	32	48	4	6	0	0
The school helps my child to have a healthy lifestyle	43	65	22	33	1	2	0	0
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)	28	42	32	48	0	0	0	0
The school meets my child's particular needs	34	52	28	42	3	5	0	0
The school deals effectively with unacceptable behaviour	33	50	29	44	2	3	1	2
The school takes account of my suggestions and concerns	29	44	32	48	1	2	0	0
The school is led and managed effectively	40	61	25	38	0	0	0	0
Overall, I am happy with my child's experience at this school	45	68	21	32	0	0	0	0

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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 June 2010

Dear Pupils

Inspection of Glebe Primary School, Ickenham UB10 8PH

My colleagues and I thoroughly enjoyed meeting you when we came to inspect your school. Thank you for coming to talk to us. Some of you told us that you think Glebe is a good school and we agree with you. We think the adults look after you very well.

We were pleased to see how much you enjoy school. Your behaviour is good and you get on with each other. It is always good to see older pupils helping younger ones. Almost every one of you who completed our questionnaire said you felt safe at school. You know a lot about how to keep yourself safe, too. You have confidence that staff will help you when you need them to. We were impressed with all the different things you do around the school and the number of links you have with groups in the local community. School council members told us about the things you have done to improve the school and the way you try to be 'green'. You told us that you do 'lots' about other cultures, countries, faiths and places of worship. It is not surprising, then, that your awareness and understanding of others are strong.

We could see that you are making good progress. We looked at some of your books and could see that your writing is improving. But we noticed that you are not always as careful with your handwriting, spelling and presentation in some of the other subjects as you are in your literacy books or big writing books. We have asked your teachers to make sure that you always do your best writing in every subject.

You are getting pretty good at assessing your own work or that of your partner. We were impressed that you know your targets and what you need to do to improve your work. The way teachers mark your work helps with that but you do not always have time to try what they have suggested. We think it might help even more if the things teachers ask you to improve then become your new targets. We want teachers to challenge some of you even more.

We wish you all the best for the future. Remember the school's motto ☐ 'We can and we will'. I am sure that is true!

Yours sincerely

Jane Wotherspoon

Her Majesty's Inspector

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