

Girton Glebe Primary School

Inspection report

Unique Reference Number	110610
Local Authority	Cambridgeshire
Inspection number	337533
Inspection dates	24–25 June 2010
Reporting inspector	George Logan

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	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	199
Appropriate authority	The governing body
Chair	Ann Bonnett
Headteacher	Philip Atkin
Date of previous school inspection	15 January 2007
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Introduction

This inspection was carried out by two additional inspectors. A third inspector joined the team for the first morning of the inspection to evaluate the school's safeguarding arrangements. The inspectors visited 13 lessons taught by eight different members of staff. They held meetings with the Chair of the Governing Body, staff and pupils. They observed the school's work, and looked at pupils' books, records of their progress, lesson planning, playtime activities and the school's self-evaluation documents, including records of teaching and the main improvement plan. Responses to questionnaires completed by staff, pupils and 76 parents and carers were also considered.

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

- how consistently pupils, particularly those who are in the Early Years Foundation Stage and those who are potential higher attainers, make progress
- how consistent and effective teaching is and how well staff use assessment to plan work with sufficient challenge for pupils
- how accurately school leaders, including governors, evaluate the work of the school and whether governors meet their statutory obligations in relation to community cohesion.

Information about the school

This is an average-sized primary school. It serves a village community on the edge of Cambridge. While the school population is predominantly White-British, around one quarter of pupils come from a wide range of other countries. However, relatively few are at an early stage of learning English. The school population is quite mobile, with an above-average number of pupils arriving or leaving throughout the year. The proportion of pupils with special educational needs and/or disabilities is below average. Many of these have speech, language and communication issues. However, several pupils, particularly those with statements of special educational need, have very high levels of need and require considerable support. When children enter the Early Years Foundation Stage, they join the Reception class. The school provides childcare through an after-school club, which is managed by the Governing Body.

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

Girton Glebe is a good school. Committed leadership has enabled the school to demonstrate significant improvement since its last inspection. Pupils' progress in the past was seldom better than satisfactory, leading to broadly average standards; however, concerted action by the senior leadership team has raised the bar. Progress has improved significantly and standards are currently above average in Year 2 and Year 6. This is particularly rewarding in mathematics, where standards have lagged behind recently, and suggests that the impact of teaching over time is good. However, expectations of the quality of pupils' recorded work are not always high enough, while marking does not always provide pupils with clear guidance as to the next steps in learning.

Parents and carers appreciate the school's commitment to pupils' well-being and personal development. Pupils enjoy school and feel safe. Attendance is good. While most pupils have positive attitudes to learning, a few fail to see the importance of learning and rush their work. The large majority have a good understanding of healthy lifestyles. They can discuss the impact of particular diets and life-choices with perception.

Teaching and learning have improved since the last inspection in the Early Years Foundation Stage; it is now satisfactory. However, improvement is needed in some aspects, including staffing, the recording and analysis of information about children's progress and the resourcing of the secure outdoor learning area.

The comprehensive curriculum provides the opportunity for pupils to build increasingly good basic skills in literacy and numeracy. The successful integration of information and communication technology in subjects across the curriculum is a significant strength. Outstanding extra-curricular and enrichment provision contributes very well to pupils' good personal development. Teachers use tracking information well to evaluate pupils' learning. However, aspects of assessment, such as the use of pupils' individual targets in writing and mathematics, are less effective. While there is, across the school, some provision for talented pupils, for example in music or sport, academically gifted pupils are less consistently supported, reinforcing the view of a few parents that the school does not consistently meet their child's needs.

The engagement with partner institutions, mainly with a specialist secondary school and with multi-agency staff, is good. The governing body has a good understanding of its role and increasingly holds school leaders to account. The school has good capacity for improvement because self-evaluation is realistic, development planning is well-judged and standards and teaching have improved so that they are now good.

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What does the school need to do to improve further?

- Improve provision in the Early Years Foundation Stage by:
 - ensuring that staff record and analyse information about children's progress more rigorously and systematically
 - developing the outdoor space so that it offers a more attractive environment and one which better complements the indoor learning area
 - providing, as soon as possible, more consistent support for the teacher, with a view to establishing better teamwork and enhanced provision.
 - Ensure that pupils' progress is more consistent through the school by:
 - planning activities which extend the most able pupils, including those who are Gifted or Talented
 - placing a greater emphasis on the consistency, quality and coherence of pupils' written work
 - ensuring that marking is thorough and provides pupils with clear guidance as to the next steps in their learning
 - making more systematic and effective use of pupils' individual learning targets.

Outcomes for individuals and groups of pupils

2

From standards that have been broadly average, they have gradually strengthened so that both Year 2 and Year 6 and are now above average. The current Year 6 group is particularly able. These pupils have made consistently good progress and this is also evident in the other year groups. While the greatest progress is usually made in Year 6, Year 5 pupils have already made more than the expected progress. Standards in mathematics, a recent focus, have improved as a result of the strategies implemented by the school. Progress is also good in Years 1 and 2. Pupils acquire good skills in information and communication technology as a result of effective teaching. Most pupils with special educational needs and/or disabilities make good progress because their needs are appropriately planned for and teaching assistants are effectively deployed to support their learning.

Lessons and pupils' written work confirm that learning is good, particularly in Year 6, though not all recorded work is as rigorous or neatly presented as it could be. Good learning was evident in a successful Year 2 literacy lesson where pupils were developing their research and summary skills. The lesson provided pace and challenge and required pupils to work co-operatively, to evaluate information at speed and to use their computer skills effectively. At the end, they reported back in pairs and to the whole group, so boosting their oral communication skills. A science lesson on food chains challenged pupils as they did not recognise all of the animals quoted. This required them to apply their research skills and extend their understanding. However, other elements of the task, involving 'cutting out', constrained the learning because the activity did not

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demand accuracy and was ultimately mundane.

Behaviour is good and exclusions are rare. School councillors are keen to influence what happens in school. Older pupils take responsibility for those who are younger and decide which charities are supported. Pupils' generally good social skills and strong basic skills ensure that they are well prepared for later life. Their spiritual, moral and cultural development is also generally good.

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	2
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	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
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	2

How effective is the provision?

Teaching is good, and this is reflected in the good progress pupils make over time. Relationships between staff and pupils are generally respectful and pupils' behaviour is efficiently managed. That said, not all pupils demonstrate consistently positive attitudes to learning, preferring at times to get through work as quickly as they can, rather than to do their best. Teachers recognise the range of ability in each class and most lessons provide a good level of challenge. Occasionally, however, planning does not provide activities which fully extend the most able pupils and this places a ceiling on their learning. Pace is sometimes slow, especially when teachers talk for longer than is

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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necessary. In most respects, tracking of progress and analysis and evaluation of data is very thorough. Marking is rigorous in Year 6, but elsewhere lacks developmental comments to enable pupils to improve their work, although pupils are said to receive a good deal of oral feedback. Individual targets in writing and mathematics are not used effectively to enable pupils to make even better progress.

The curriculum supports the development of pupils' literacy and numeracy skills increasingly well. Their skills in information and communication technology are particularly well-developed. The curriculum successfully meets the needs of pupils with special educational needs and/or disabilities. Provision for pupils who are talented in sport, music or the creative arts is good. For academically gifted pupils, there are fewer opportunities. Parents feel this is an area for improvement. The school has worked hard to revise the curriculum, carefully identifying cross-curricular links within a series of projects. Pupils clearly enjoy this approach, although conventional recorded work is rather muddled. Effective links with a partner school enhance provision in physical education and French. Good personal, social, health and citizenship education promotes pupils' personal development well. There is an outstanding range of visits and visitors and many well-supported extra-curricular activities.

Staff care for pupils well. Transition arrangements are good. The school works closely with support agencies, particularly for pupils with significant special needs. However, there are not enough trained support staff to support recently-arrived pupils with limited English. There is much good practice in the support for the health, social, behavioural and transition needs of pupils whose circumstances make them vulnerable. The after-school club satisfactorily meets the needs of pupils who stay late at school. Systems to promote good attendance are rigorous.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The majority of parents, staff and pupils recognise that the school has recently made good progress. School leaders have focused on ensuring that pupils make better progress in lessons and their raised vision for improvement has been a crucial force for change. Effective monitoring has supported improvements in teaching and, consequently, in pupils' progress. The ambition and drive of the senior leadership team, together with more rigorous systems for tracking pupils' progress, and more accountable subject teams, have been highly influential. Occasionally, however, evaluations of

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lessons do not focus sufficiently on the learning of more able pupils or the quality of pupils' written work. These remain weaker aspects.

Governors are committed to sustaining the school's position at the heart of the community. They understand the school's strengths well and are closely involved in shaping its future. They have good monitoring systems, challenge school leaders effectively and make well-informed recommendations. Governors ensure that legal requirements are met, including the good procedures for safeguarding pupils. Roles and responsibilities in relation to safeguarding are clearly defined. They give a high priority to ensuring pupils' safety and well-being. All pupils have access to the same opportunities and no groups are significantly underperforming. This is evident in the school's good efforts to ensure that pupils with significant special educational needs are included as fully as possible. The school makes considerable efforts to reach out to parents, although not all appear to be fully supportive of their efforts. The school is a cohesive community and there are good links with the local community, especially through musical and cultural events. There are good opportunities for pupils to learn about other faiths and the immediate area in lessons and there are emerging links with schools in Prague and France. However, provision is less well developed in relation to more diverse communities within the United Kingdom. For this reason, community cohesion is satisfactory rather than good.

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	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children enter Reception with varied levels of skills and knowledge that are broadly

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average for their age. Good induction arrangements ensure that children, feel safe, are well cared for and establish satisfactory relationships with adults and other children. They mostly play together confidently. Most children behave well, although a small number show challenging behaviour and are not keen to follow routines. This requires a significant amount of management, to ensure that it does not affect the learning of others. Reception provision is effective in promoting children's social development. They have good opportunities to show initiative and develop independence and extend their computer skills. Progress is, overall, broadly average; better in establishing knowledge of sounds and letters than in aspects of mathematical awareness, particularly calculation. At times, teaching does not challenge able pupils and this constrains their progress. The lack of a consistent teaching assistant through the week means that not all staff have the same knowledge of the children and this leads to some variability in practice.

The school ensures that assessment is taking place. All areas of learning are planned for, and these generally support teachers' detailed weekly planning. However, although the staff accrue a good deal of information about the progress of each child, this is not always recorded promptly on the child's developmental record. As a result records are not always as up to date as they might be. Children have good opportunities to make choices in the outdoor area, although interventions by adults could sometimes be more purposeful, to move learning on rapidly. The present outdoor provision is small and untidy and offers little opportunity for children to extend themselves physically or to develop their skills in climbing or balancing. School leaders have a clear view of what needs to be done in the Early Years Foundation Stage in order to strengthen the leadership and improve provision.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The majority of parents and carers who responded to the questionnaire are pleased with the school and the opportunities it provides. One said, 'The school is excellent at identifying and encouraging children's strengths and talents.' A number of individual concerns were raised, some of which related to the support of pupils with special educational needs. The inspection team feels that the school deals effectively with the significant number of pupils with high level special needs. An important issue is the pace at which external agencies process documentation and the extent of specialist support

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available to the school. Some parents feel that the school does not deal effectively with behavioural issues. The team recognises that some pupils present challenging behaviour, but feel that the school generally manages situations effectively. The behaviour seen during the inspection was generally good; despite some pupils not having positive attitudes to learning. Another group of parents felt that their children do not make enough progress. The school recognises that pupils' progress has, until recently, been satisfactory rather than good. However, both progress and standards are higher currently than in the recent past. The school is keen to sustain this improvement. Overall, most parents and carers rightly recognise that this is a caring community where pupils' personal development is supported well.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Girton 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. The inspection team received 76 completed questionnaires by the end of the on-site inspection. In total, there are 199 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	38	49	33	43	5	6	0	0
The school keeps my child safe	44	57	31	40	2	3	0	0
The school informs me about my child's progress	33	43	36	47	8	10	0	0
My child is making enough progress at this school	26	34	37	48	10	13	3	4
The teaching is good at this school	37	48	30	39	7	9	0	0
The school helps me to support my child's learning	34	44	33	43	5	6	2	3
The school helps my child to have a healthy lifestyle	37	48	35	45	2	3	2	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)	38	49	30	39	4	5	0	0
The school meets my child's particular needs	31	40	30	39	9	12	4	5
The school deals effectively with unacceptable behaviour	22	29	38	49	14	18	0	0
The school takes account of my suggestions and concerns	30	39	34	44	4	5	1	1
The school is led and managed effectively	42	55	23	30	8	10	0	0
Overall, I am happy with my child's experience at this school	41	53	24	31	11	14	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.



26 June 2010

Dear Pupils

Inspection of Girton Glebe Primary School, Cambridge CB3 0PN

Thank you for making us welcome when we visited your school. We enjoyed meeting you and spending time in your lessons. We found that yours is a good school, which continues to improve.

Our main findings are these:

- you generally work hard and mostly behave well, though some of you don't really think it is important to do the best you can in school
- you are making increasingly good progress across the school and your attainment this year is good by the end of Year 6
- you undertake lots of jobs and make a good contribution to the school.
- you feel that teachers make lessons enjoyable and support you well; teaching and learning are generally good
- you attend school as often as you can, feel very safe and have a good awareness of the importance of eating healthily and staying fit
- you study all the subjects you should and have the opportunity to experience an outstanding variety of clubs and extra activities
- those of you who find learning difficult get good support
- school leaders work hard to ensure that you are well looked after.

We are asking the school to make the following changes so that you can do even better:

- make sure that Early Years Foundation Stage staff record and check children's progress more rigorously; make better use of the outdoor area; ensure that, as far as possible, the same staff are in the class every day so that the teamwork is stronger
- ensure that you make more consistent progress through the school
- make sure that teachers give more attention to the marking, neatness and care of your written work.

You can help by continuing to work hard and do your best. We hope that you will have every success in the future.

Yours sincerely

George Logan

Lead inspector

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