

Glebelands Primary School

Inspection report

Unique Reference Number	110777
Local Authority	Cambridgeshire
Inspection number	337569
Inspection dates	17–18 March 2010
Reporting inspector	Christopher Parker

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	365
Appropriate authority	The governing body
Chair	Godfrey Smith
Headteacher	Lisa Sharratt and Nicola Jones
Date of previous school inspection	14 June 2007
School address	Farriers Gate Chatteris PE16 6EZ
Telephone number	01354 695915
Fax number	01354 695915
Email address	head@glebelands.cambs.sch.uk

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Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

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Introduction

This inspection was carried out by three additional inspectors. The majority of the inspectors' time was spent in lessons, observing learning. Twenty-six lessons, taught by 14 teachers, were observed. Meetings were held with pupils; the co-headteachers and the senior leaders; teachers; and representatives of the governing body. The inspectors looked at a range of documentation and a sample of the pupils' work. Questionnaire responses from pupils, staff and 188 parents were analysed.

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

- how well the teaching ensures that both less- and more-able pupils achieve
- whether improvement strategies are sharply focused
- how effectively the school is promoting community cohesion.

Information about the school

This is a larger than average primary school. The pupils are predominantly from White British backgrounds. Very few pupils speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is higher than usual. Reception and Year 1 pupils are taught in mixed-age classes.

The school is led by co-headteachers who share the headteacher and deputy headteacher duties. This new leadership arrangement has been in place since September 2009.

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?

3

The school's capacity for sustained improvement

3

Main findings

The school provides a satisfactory education for its pupils. Overall achievement is satisfactory and attainment in English and mathematics is broadly average, although too few pupils reach the higher levels of attainment. While some of the teaching is good, much is satisfactory. Some lessons are lively and interesting, but in others tasks are not matched well enough to the pupils' needs and prior attainment to generate rapid progress. Consequently, the progress the pupils make varies from year to year and between subjects. Progress in writing is slower than in reading and mathematics. Some marking is helpful but it does not consistently inform pupils about how to improve their work.

The pupils' work in art and design is of an above average standard, and its display around the school creates a stimulating environment in which to learn. The pupils are confident and skilful users of information and communication technology.

The pupils generally respond well, and behaviour in many lessons is good. Most pupils work effectively on their own or in small groups, although sometimes they need reminding to concentrate on their work. Behaviour around the school and in the playground is satisfactory. In conversation, the pupils say they feel safe in school. The school has appropriate measures for encouraging good behaviour, and the pupils feel that any bullying or incidents of misbehaviour are dealt with appropriately.

Partnerships with parents and carers are generally positive. The large majority are happy with their children's experience at the school. However, a small minority have concerns. The school has had limited success in involving parents and carers in activities to promote learning and progress. Currently, the 'extra mile' project is engaging some parents and carers in productive relationships to support their children's learning.

The co-headteachers, senior staff and governors share a desire to make improvements. Their self-evaluation of the school's performance is accurate. The school development plan is currently too ambitious because of the wide range of topics it covers. As a result, there have been modest improvements in many areas rather than marked improvements in a few important priorities. This leads to some staff feeling that their efforts are disproportionate to the improvements in the school's performance. Nevertheless, the leaders and managers have a determination to build on these improvements. The school's capacity for sustained improvement is satisfactory.

What does the school need to do to improve further?

- Improve the quality of teaching and learning in order to accelerate pupils' progress,

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particularly in writing, by ensuring:

- work is well matched to the needs and abilities of the pupils
- all lessons are engaging and interesting for all pupils
- marking consistently identifies what pupils need to do to improve their work.
- Ensure that improvement plans are sharply focused on a few key priorities which:
 - lead to significantly improved outcomes for pupils
 - have clear and measurable criteria against which success can be evaluated
 - include clear dates by which each stage of improvement will be completed.
- Work with parents to create more opportunities for them to be involved in their children's learning.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

There are inconsistencies in the rates of pupils' progress. While they make good progress in some lessons, progress in others is satisfactory. This variation is also reflected in the data that the teachers collect about each pupil's progress. Analysis of these data show that the oldest pupils make stronger progress, which helps them to attain the levels expected by the end of Year 6 in English and mathematics.

In lessons in Year 6, the pupils made good progress when writing a report of a school visit. The teachers drew the pupils into an interesting task and emphasised the importance of structure when writing the introduction. Subsequently, the teachers worked with groups of pupils to guide and support them in editing and improving their work. Similarly, in Year 3 the teacher used an interactive whiteboard well to engage the pupils in beginning to write a letter to Allan Ahlberg about his stories.

These lessons helped the pupils to learn effectively, but this is not consistently the case because in some lessons the work is not matched well enough to the needs of pupils of different abilities. For example, in a Year 2 lesson the teaching assistants and a group of pupils who needed extra help sat through the introduction to a lesson which was not relevant to their immediate needs. Consequently, time was wasted before these pupils were supported and actively involved in learning. Too often the tasks set for the more-able pupils consolidate rather than extend their knowledge and skills.

Pupils with special educational needs and/or disabilities are generally making secure progress at the pace expected of them because of the support they receive through small-group work in English and mathematics.

Many pupils enjoy the good range of extra-curricular opportunities that the school provides, but in some cases their initial enthusiasm is not sustained. The pupils have a sound understanding of staying healthy, although they acknowledge that they do not always choose the healthiest option for their lunchboxes.

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These are the grades for pupils' outcomes

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

How effective is the provision?

The teaching is good in some respects, but there are variations and inconsistencies that result in the pupils making progress in line with expectations, rather than exceeding them. A strong feature of a number of the lessons is the good questioning by the teacher, particularly when working with small groups, to extend the pupils' learning. In some lessons, not enough consideration is given to modifying tasks for the more able so that they are challenged and encouraged to make faster progress.

The quality of marking also varies. The school has taken steps to improve the guidance the teachers give to pupils, but this is not consistently implemented in all year groups. Consequently, some pupils are not getting the guidance they need in order to improve their work; in particular, teachers' comments do not consistently extend the more-able pupils. Pupils are given targets to strive for, but these are not routinely referred to when their work is marked. As a result, the link between assessment and planning is not as effective as it should be, and some lesson plans lack clarity about how the more-able pupils will be challenged.

The curriculum has been redesigned and has become more diverse and interesting for

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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the pupils. Teachers are now making more effective links between subjects in order to create more coherent learning opportunities for pupils. Information and communication technology is used well in some lessons. In Year 3, for example, some pupils were using laptops with confidence to extend their knowledge of India. As part of the school's good arrangements for keeping pupils safe, they are made fully aware of the dangers, as well as the benefits, of the internet.

There is a caring and supportive ethos that is evident throughout the school. As a result, relationships between the pupils and their teachers are positive. Support for pupils with special educational needs and/or disabilities is appropriately deployed, but some of the plans to support these pupils are too vague to help them to make good progress. The school works conscientiously to remove barriers encountered by individuals, and can highlight examples where considerable strides have been made to help them benefit from the opportunities that the school offers. The school's procedures for dealing with incidents of poor behaviour are appropriate.

These are the grades for the quality of provision

The quality of teaching	3
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	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

The co-headteachers and senior staff are keen to make improvements. They work together to monitor the quality of teaching and the pupils' progress. Pupils' progress is thoroughly analysed and discussed in detail at meetings with the teachers. The progress of all groups is carefully considered, illustrating the school's commitment to equality of opportunity. The school development plan sets out an agenda for improvement. While there is a strong desire to move forward on many fronts, in its current form the plan is too extensive to bring rapid improvement in key areas. The plan is not sufficiently focused on accelerating pupils' progress, nor does it provide quantifiable targets against which the impact of improvement activities will be evaluated.

The governors provide satisfactory support for the school and ensure that their statutory responsibilities are met. A core group of governors visits the school, so they are well informed about what is working well and where improvements are required. Governors are very aware of the challenges facing the school and rightly see establishing consistently good achievement for pupils as a priority.

Partnerships with parents and carers are generally positive, and regular newsletters provide them with key information. Attendance at concerts and other events is high. However, activities to promote parents' involvement in their children's learning, both in

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school and at home, are not well attended. The school's efforts to engage all parents and carers in their children's learning have, so far, had limited success. Partnerships with agencies provide an effective range of additional support for those pupils with specific needs. Safeguarding procedures are good and staff are well-trained.

The school has carried out an audit of how well it promotes community cohesion. It is successful in developing a harmonious community within school, but has had only limited success in promoting community cohesion beyond the school. Nevertheless, the pupils' horizons are extended by multicultural activities and topics within the curriculum that focus on contrasting localities and cultures.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
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	3

Early Years Foundation Stage

The children make satisfactory progress in most areas of learning. They make good progress in developing their disposition and attitudes, linking sounds and letters, reading, and shape space and measures. The children enjoy the activities provided for them and approach them positively, although occasionally some children find listening difficult. The children behave well and are familiar with the daily routines. Their independence is being fostered effectively through a range of activities that are either teacher led or chosen by themselves.

The adults manage the children well, but there are occasions when there is too little adult intervention to encourage speaking and extend activities for those with more developed skills and abilities. The free flow of activities from indoors to out is satisfactory, but is difficult to manage because the outdoor area is quite small.

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The leadership and management of the Early Years Foundation Stage are satisfactory. The staff are well informed and appropriately trained to ensure that the children are safe and well cared for. The mixing of Reception children with those in Year 1 in three parallel classes is a new development for the school. The staff are using a range of strategies and approaches and are still exploring the most effective ways of working. The staff are developing good links with parents and carers. This is being helped by developments such as the 'Look at me' books.

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 large majority of parents and carers have positive views of the school's work. Some parents and carers commented positively on the support their children have received, the effective work of teachers, and how pleased they are with their children's progress. A small minority, however, expressed concerns about their children's progress, behaviour, how the school deals with unacceptable behaviour, and the effectiveness of leadership and management.

The inspectors found progress overall to be satisfactory, but agree with the comments of a number of parents that it varies from year to year. Consequently, the inspectors have asked the school to improve teaching and learning so that all pupils make good progress.

The unacceptable behaviour, about which some parents and carers expressed concerns, was not evident during the inspection. In many lessons, behaviour was good, and it was always at least satisfactory. Similarly, general behaviour around the school was satisfactory, and discussions with pupils indicated that they are confident that any misbehaviour is dealt with appropriately.

Many comments about the leadership and management of the school related to the recent resignation of a teacher. This is a personnel matter which has been investigated by the local authority, and has been concluded. As such, it falls outside the remit of the inspection. Other comments related to relationships with parents and carers, broader links and information about progress. The inspectors have asked the school to take steps to improve these.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Glebelands 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 188 completed questionnaires by the end of the on-site inspection. In total, there are 365 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	71	38	103	55	12	6	2	1
The school keeps my child safe	68	36	112	60	6	3	2	1
The school informs me about my child's progress	58	31	112	60	14	7	3	2
My child is making enough progress at this school	52	29	96	53	24	13	8	4
The teaching is good at this school	57	31	110	59	15	8	3	2
The school helps me to support my child's learning	62	34	107	58	13	7	2	1
The school helps my child to have a healthy lifestyle	49	26	133	71	2	1	4	2
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	25	111	63	15	9	5	3
The school meets my child's particular needs	49	27	107	59	23	13	2	1
The school deals effectively with unacceptable behaviour	46	25	94	51	27	15	16	9
The school takes account of my suggestions and concerns	38	22	115	66	12	7	8	5
The school is led and managed effectively	43	24	100	56	19	11	17	9
Overall, I am happy with my child's experience at this school	57	31	105	57	17	9	5	3

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.



19 March 2010

Dear Pupils

Inspection of Glebelands Primary School, Chatteris PE16 6EZ

This letter is to tell you about the findings of the recent inspection and to thank you for taking the time to talk to me and my colleagues. The school provides you with a satisfactory education. You are able to learn in a friendly atmosphere where you feel safe and are confident that any misbehaviour will be dealt with quickly and fairly. Most of you behave well in lessons. The teachers make many lessons interesting, but sometimes the tasks they set you are not matched well enough to what you already know to make sure you always make good progress. We have asked your teachers to give some of you work that is more challenging. The teachers mark your work and often make helpful comments on it. We have asked that all of the teachers give you clear guidance about how you can improve your work when they mark. You can help by acting on their comments.

You are making the progress expected of you. Most of you concentrate on your work, although occasionally some children need reminding to work hard. We would like to see you all making good progress, so we have asked the co-headteachers to make plans to help you to make faster progress in developing your writing skills; this is so that more of you reach higher standards by the time you get to the end of Year 6.

Your parents and carers give the school strong support for events such as assemblies and concerts, but are not as involved as they could be in your learning. We have asked the school to get them more involved in supporting your learning, both at school and at home.

We enjoyed being in your school, and hope that in the future it is even more successful in helping you to do as well as you possibly can.

Yours sincerely

Christopher Parker

Lead inspector

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