

Glenmere Community Primary School

Inspection report

Unique Reference Number	119962
Local Authority	Leicestershire
Inspection number	339568
Inspection dates	16-17 September 2009
Reporting inspector	Barbara Atcheson

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	4-10
Gender of pupils	Mixed
Number of pupils on the school roll	135
Appropriate authority	The governing body
Chair	Phil Clarke
Headteacher	Peter Merry
Date of previous school inspection	13-14 December 2006
School address	Estoril Avenue Wigston Leicestershire LE18 3RD
Telephone number	01162 882228
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Age group	Error! Reference source not found.
Inspection date(s)	Error! Reference source not found.
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited 11 lessons, and held meetings with staff and governors. They observed the school's work, and looked at the school's data tracking, quality monitoring, improvement planning and other key documents. The outcomes from 52 parent questionnaires were also evaluated.

They reviewed many aspects of the school's work. They looked in detail at the following:

- the learning and progress made by all pupils, including the more able, across the school
- the effectiveness of the school's work to improve the learning and progress of more able pupils in mathematics
- how well all pupils are safeguarded
- the effectiveness of the new leadership team in securing school improvement.

Information about the school

Glenmere Primary is smaller than average. Four-fifths of the pupils are White British, the others are from a mixture of other ethnic backgrounds. The proportion of pupils who speak English as an additional language is well below the national average. None is at the early stages of acquiring the language. The proportion of pupils with special educational needs and/or disabilities is well below the national average. A privately run Nursery and a before and after school club are sited within the school grounds. This setting is inspected separately.

At the time of the inspection the school was being led by the deputy headteacher and a seconded acting headteacher who is currently in school for half of each week until the end of the autumn term.

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

This is a good school with some outstanding features. It has successfully emerged from a period of uncertainty because of the well considered actions of the governing body, the unswerving commitment of the deputy headteacher and the inspirational leadership of the acting headteacher.

- Pupils make good progress regardless of their ability or age, and standards are above average. However, standards in mathematics are not as high as those in reading and writing.
- Children in Reception make good progress and are well prepared for their work in Year 1, although planning for activities does not ensure the most effective and imaginative use of the outdoor area.
- Pupils enjoy school. Their alertness to health and safety needs, behaviour and attendance are all outstanding.
- Teaching is good and is based on a good, well balanced curriculum which enables pupils to succeed in their personal, social and emotional development as much as in developing their basic skills. Sometimes introductions to lessons can be too long and limit pupils' opportunities for independent learning.
- Parents recognise the outstanding quality of care, guidance and support and safeguarding procedures of the school.
- The school ensures all pupils have equal opportunities to succeed.
- The school has developed very successful partnerships with parents, other schools and the local authority, which enable it to offer good-quality learning across a wide range of subjects.
- The acting headteacher, staff and governors work as an effective team focused on improvement.

This school has a good capacity for continuous improvement because it has a secure view of its own strengths and weaknesses based on sound self-evaluation. Staff and governors share the acting headteacher's passion for improvement and are united in a drive to raise achievement and standards. Targeted improvements in reading and writing, together with improved tracking and assessment of pupils' progress have ensured that standards have returned to above average after the dip in 2008.

What does the school need to do to improve further?

- Raise standards in mathematics by ensuring that there is a common calculation strategy to enable pupils to build successfully on previous learning.
- Plan shorter introductions to lessons so that pupils can engage more quickly in independent learning.

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- Improve the quality of provision in Reception by planning more effective and imaginative use of the outdoor area.

Outcomes for individuals and groups of pupils

2

Inspectors observed that pupils behave exceptionally well in lessons and respond enthusiastically to the challenges set by their teachers. Consequently, all pupils, regardless of gender, ethnicity or ability make good progress. Good use of assessment and tracking of pupils' progress mean that learning is tailor made. This, together with a high level of targeted one-to-one intervention, particularly in Year 2, has ensured that the above average standards at the end of Year 2 achieved in the two years prior to the 2008 dip have been recovered. However, standards in mathematics are not as high as those in reading and writing which have been the most recent priorities for improvement. By the time the pupils leave to go to secondary school, at the end of Year 5, the majority have made good and often outstanding progress to reach above average standards in reading, writing and mathematics. Inspectors noted that although pupils used and built successfully on previous learning in most areas, mathematical calculations were often hampered by misunderstandings stemming from the lack of a common strategy. In all classes work in books is of a good standard, neatly presented and covering a good range, demonstrating that pupils work productively and purposefully.

Pupils have an extremely good understanding of personal safety and are highly conscious of the importance of maintaining a healthy lifestyle. Above average standards, very positive attitudes and effective team-working mean that pupils are well prepared for secondary school and future employment. Pupils reflect on their own feelings and those of others in a very mature way, and have a clear understanding of right and wrong which underpins their outstanding behaviour. They have a good understanding of the diversity of British culture and a deep founded respect for others who have different backgrounds to themselves. They really enjoy all aspects of school and this is reflected in their above-average attendance.

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	1
Pupils' behaviour	1

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 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	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers use questioning effectively to both challenge and check previous learning. Good use of 'talking partners' focuses pupils' learning as they check ideas and thoughts with each other. Teachers share lesson objectives and success criteria with pupils who use these effectively to monitor their work and assess their own progress. Assessment information is used accurately to match work to pupils' abilities. Higher attainers receive a good degree of challenge while work is structured effectively to guide those who need more support. However, teachers' introductions are often too long and limit the time for pupils to complete their tasks.

A newly modified curriculum meets the needs of all pupils effectively. Even the youngest pupils are confident users of information and communication technology. They are aware of the possible hazards, and reliable systems safeguard their internet access. The school works closely in partnership with schools and other organisations to broaden learning opportunities and deepen pupils' understanding of cultural and faith issues and socio-economic diversity. Links with local secondary schools help to bring in specialist resources and promote a smooth transition. High numbers of pupils throughout the school enjoy the many different clubs.

Parents and carers appreciate the high level of care and support that their children receive. One parent said, 'The support the children received when they started was excellent. As they were from a minority ethnic background they found it hard but due to the support they were made to feel very welcome.' Pupils with special educational needs and/or disabilities have very specific individual education plans which enable teachers and teaching assistants to meet their needs fully.

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

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How effective are leadership and management?

The governing body works hard and provides a good level of challenge. The acting headteacher has quickly got to grips with what the school needs. He has brought new thinking, instilled confidence and motivated staff. This sustains a good capacity for continuous improvement on which staff remain focused. Improved tracking systems and accurate assessment engender realistic but challenging targets which enable all pupils, regardless of gender, ethnicity or ability, to make good progress and ensure equality of opportunity. Parents and carers of children of different ethnic backgrounds commend the school’s welcoming and inclusive approach.

Safeguarding is outstanding. Checks on the suitability of adults to work with children are thorough and child protection arrangements are secure and updated regularly. All staff have a very comprehensive knowledge of processes and procedures and receive regular training in every aspect. Consequently, all pupils know that they are safe.

Community cohesion is promoted well with an effective audit undertaken and plans in hand to implement a strategy for broadening pupil’s appreciation of life in communities in different parts of Britain and overseas. Governors recognise that the next step for them is to monitor how effectively this strategy strengthens the school’s contribution to community cohesion.

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

Early Years Foundation Stage

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate
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Most children enter the Reception class with knowledge, skills and understanding that are typical for their age. They make good progress in most areas of learning because:

- accurate assessment ensures that the teacher has a good understanding of the learning and development needs of the children so activities are planned which build upon what children already know, understand and can do
- nursery nurses and teaching assistants are well informed about the needs of children with disabilities so they are able to provide focused support
- leadership and management are effective and partnerships with parents are good
- children are very well cared for and safeguarding procedures are excellent.

However, the covered outside area is not used as an extension of the classroom at all times and although it is very well resourced, activities are not always planned to meet the children’s needs in an imaginative way.

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

Parents have very positive views of the school. They are particularly pleased with the caring, friendly and welcoming ethos. Parents said ‘The school has a positive approach to inclusion and offers a wide range of after school activities.’

Evidence from the inspection supports parents views that children enjoy school, that there is excellent care for children’s health and safety and the school is well led and managed.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Glenmere Community 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 12 statements about the school.

The inspector received 52 completed questionnaires by the end of the on-site inspection. In total, there are 135 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	34	65%	15	29%	0	0%	0	0%
The school keeps my child safe	40	77%	12	23%	0	0%	0	0%
The school informs me about my child’s progress	25	48%	24	46%	0	0%	0	0%
My child is making enough progress at this school	17	33%	30	58%	1	2%	0	0%
The teaching is good at this school	24	46%	25	48%	0	0%	0	0%
The school helps me to support my child’s learning	24	46%	25	48%	0	0%	0	0%
The school helps my child to have a healthy lifestyle	24	46%	25	48%	0	0%	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)	13	25%	30	58%	1	2%	0	0%
The school meets my child’s particular needs	21	40%	26	50%	0	0%	0	0%
The school deals effectively with unacceptable behaviour	20	38%	24	46%	0	0%	0	0%
The school takes account of my suggestions and concerns	18	35%	28	54%	0	0%	0	0%
The school is led and managed effectively	18	35%	27	52%	2	4%	0	0%
Overall, I am happy with my child’s experience at this school	27	53%	23	45%	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 all 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

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 pupils' 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.



18 September 2009

Dear Pupils

Inspection of Glenmere Community Primary School, Wigston, LE18 3 R D

Thank you for being so friendly when we visited your school. We enjoyed visiting your lessons and talking to you. You really helped us. We think your school gives you a good standard of education. These are the main things that helped us come to this conclusion.

- Children in the Reception class get off to a good start.
- You enjoy school and behave very well.
- You are well taught so that you usually achieve higher levels than those expected for your age.
- The school provides good lessons and a wide range of interesting extra activities.
- You have a very good understanding of healthy lifestyles and how to keep safe.
- You enjoy your responsibilities, and know that you contribute well to school life.
- The teachers look after you very well.
- Senior leaders work hard to make learning better for you.

We have asked the school to do three things.

- Help you to do better in mathematics by making sure that you all use the same methods of calculation.
- Make sure that teachers make the introductions to lessons shorter so that you can get to your work more quickly.
- Make sure that children in the Reception class have interesting things to do in the outdoor area.

We hope that you will all continue to enjoy coming to school and to try your hardest so that you are successful in the future.

Thank you again. We wish you continuing success.

Yours faithfully

Barbara Atcheson
Lead inspector

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