

Glapton Primary and Nursery School

Inspection report

Unique Reference Number	122712
Local Authority	Nottingham
Inspection number	340196
Inspection dates	19–20 January 2010
Reporting inspector	Alison Cogher

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	284
Appropriate authority	The governing body
Chair	Sharon Lang
Headteacher	Ruth Ellis
Date of previous school inspection	9 November 2006
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Introduction

This inspection was carried out by four additional inspectors. One quarter of the inspection time was spent observing learning. Eleven teachers were seen and 15 lessons were observed. Meetings were held with staff, governors and pupils. Inspectors observed the school's work and looked at various documentation, including school tracking data to show the progress pupils are making, pupils' work, governors' minutes, safeguarding policies and procedures, attendance data, curriculum documents, monitoring documents and the school's improvement plan. They analysed the questionnaires returned by 103 pupils and 37 parents.

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

- the effectiveness of action taken to close the attainment gap between boys and girls, particularly in oral and written communication
- how well action taken by the school is helping the least able pupils and pupils with special educational needs and/or disabilities to achieve as well as other pupils
- the effectiveness of all leaders in securing whole school improvement of teaching and learning.

Information about the school

Most of pupils at this slightly larger than average school are of White British heritage. Others are drawn from a range of different ethnicities. No pupils are at the early stages of learning to speak English. The proportion of pupils with special educational needs and/or disabilities is above average. Most of these pupils have moderate learning difficulties and a small minority has speech and language difficulties. Provision for the Early Years Foundation Stage in the nursery and reception classes is integrated into one unit. The school has achieved a number of nationally recognised awards including the Healthy School and Activemark awards.

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. The headteacher and senior leaders have a clear vision for improvement. They have effectively communicated this to staff and governors, who share a commitment to ensuring that all pupils do as well as they can. Improvements have been secured in key aspects of the school's work, including the Early Years Foundation Stage, teaching and the curriculum. Standards are rising and leaders at all levels have a clear understanding of the school's effectiveness. The school is well placed to improve further.

Expectations are high. Pupils are challenged while being supported to do their very best in all aspects of school life. Their attendance is good; they behave extremely well and respond positively to the vibrant learning environment that celebrates their efforts and achievements. Lessons are well structured and include a variety of activities that sustain pupils' curiosity. The creative curriculum enthuses staff and pupils alike and is having a positive impact on learning and achievement. Topics take account of pupils' interests and include those that pupils say they would like to learn about. The result is that boys and girls engage equally well in the learning process and, with effective care, guidance and support procedures in place, pupils are helped to secure good outcomes. A pupil reflected the views of many when commenting, 'Everybody in the school is kind and caring and the teachers help us a lot.'

Children are admitted into both the nursery and reception classes. They start with levels of skills and knowledge that are typically below and in the areas of personal development and communication skills often significantly below those expected for their age. Pupils make good progress to reach broadly average standards by the end of Year 6. A whole school focus on writing secured rapid improvement in 2009 that contributed to the much better English results. Improvement was also secured in mathematics but it was less marked. Pupils' skills in calculating, recalling number facts and knowing how to approach problem-solving tasks are relative weaknesses. Tracking of pupils' progress is meticulous. The information is used well to guide the planning of lessons and targeting of additional support and challenge so that pupils of all abilities and backgrounds, including those with special educational needs and/or disabilities, learn well.

Rigorous and accurate self-evaluation by senior leaders and middle managers has underpinned school improvement since the last inspection. Governors are included in this process but have relied heavily on the leadership team for information. They have too few strategies for gathering and responding to information, including the views and ideas of stakeholders. The school's inclusive ethos ensures all pupils are welcomed and supported effectively. Community cohesion is promoted well within the school and local community, but pupils have few opportunities to gain insight into the values and

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ambitions of pupils from diverse communities within and outside the United Kingdom.

What does the school need to do to improve further?

- Accelerate pupils' progress to raise standards in mathematics by:
 - improving their skills in calculation
 - increasing the accuracy and speed of their mental recall of number facts
 - ensuring they have the strategies to tackle problem-solving tasks.
- Improve governors' involvement in school self-evaluation by:
 - developing strategies to systematically monitor and evaluate the school's work, including collecting and responding to the views and ideas of stakeholders.
- Increase opportunities for pupils to interact with, and learn from, others in diverse communities beyond the immediate locality and outside the United Kingdom.

Outcomes for individuals and groups of pupils**2**

The good quality of pupils' learning observed in lessons supports a whole school picture of improving standards. Pupils' work in books and the school's own analysis of assessment information confirm that action taken to raise standards is having a positive effect. Of particular note is the use made of target setting and learning checklists that fully include pupils. These strategies enable the vast majority of pupils to meet or exceed their challenging targets. There is no significant gap between the progress and attainment of boys and girls of similar ability. Data indicate that, overall, boys joining the nursery or reception classes do so with lower attainment levels than girls. Improved provision at the Early Years Foundation Stage and in the curriculum throughout the school is helping boys to engage positively in their learning and make the progress needed to reach the standard of which they are capable. Pupils with special educational needs and/or disabilities make good progress from their individual starting points due to well targeted individual and group support.

Improved teaching has helped pupils make more rapid progress in key skills. It has been better in English than mathematics, and observations of lessons confirmed that pupils' weaker skills in aspects of numeracy such as strategies for calculating and problem-solving are holding back their progress.

Pupils' enjoyment of school is reflected in their good attendance and excellent behaviour. They develop very positive attitudes to learning, apply themselves diligently to the tasks they are given and consequently achieve well both personally and academically. Pupils get on well together, respect both each other and adults and value their own and others' achievements. Being praised for their efforts and trusted to take on responsibilities contribute much to raising pupils' self-esteem. They develop into mature young citizens, and work as 'buddies' or members of the student council contributes significantly to the school and local community. Typical of pupils' overwhelmingly positive views of the school were comments such as, 'the school helps me to achieve whatever I am good at and we have lots of good jobs to do'.

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Pupils enjoy sport and other physical activity and make healthy food choices in school. Their spiritual, moral and social development is good. Cultural development is satisfactory, because although strong at a local level, it is hampered by limited first-hand experience of cultural and ethnic diversity.

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	2
Pupils' behaviour	1
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?

Good relationships, teachers' effective management of pupils and planning that is well matched to pupils' needs ensure that lessons are stimulating and hold pupils' interest. Teachers have good subject knowledge and use different approaches and a wide variety of resources to enhance lessons. In most lessons, work set for pupils is well tailored to their needs and they are provided with a clear structure for their learning. This helps pupils to develop a good level of independence. Pupils fully understand their personal targets and what they are expected to learn and in most lessons pupils are enthused by the level of challenge and pace. Pupils' learning slows when they are kept sitting on the carpet for too long or the lesson objectives are not sufficiently clear. The school's marking policy is embedding well although there are some inconsistencies, particularly

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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with regard to the effectiveness of engaging pupils in feedback. Within lessons good use is made of questioning to challenge pupils' thinking and correct misunderstandings.

Topic-based activities across a range of subjects are embedding well into whole-school practice. They provide many opportunities for pupils to systematically develop their knowledge and skills and to practise and extend their key literacy, numeracy and information and communication technology skills. A good range of enrichment activities and after-school clubs complement and extend pupils' learning and support their personal development well.

The school's effective procedures to care for, guide and support pupils contribute well to pupils' good personal development, including their positive and productive interaction with each other. Pupils carry out their allotted responsibilities with confidence and develop into confident, personable young people who are a credit to themselves and the school.

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	2

How effective are leadership and management?

Senior and middle leaders and managers know the school well through rigorously monitoring and evaluating teaching and learning and data on pupils' progress. School improvement planning is firmly based on the information gathered and has improve teaching and learning. The school's links with parents and other partners are effective. They ensure pupils settle happily into the school and provide additional learning and sporting opportunities that extend and enrich pupils' experiences and encourage high aspirations for the future.

Safeguarding arrangements meet requirements well. Staff are vigilant and implement procedures rigorously. Leaders and managers work hard to eliminate discrimination so that incidents are very rare. The school has a good understanding of the varied individual needs of its pupils and the local community, although links with communities that contain greater social and ethnic diversity, either nationally or internationally, have not yet been established.

These are the grades for leadership and management

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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	3
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 settle quickly and confidently into the nursery and reception classes because of the good induction procedures and warm and supportive relationships that adults establish with them. Good leadership and management have established a clear direction for improvement. A skilled staff team works together well to provide seamless provision that meets children's needs. Procedures to ensure children's safety and well-being meet requirements. Staff make accurate assessments of children's progress and the curriculum provides children with a good range of activities that take their learning forward at a good pace. Adult support is well targeted and helps children of all abilities to achieve well. There is a strong focus on developing children's oral and written communication skills. Adults model speaking and listening skills well and take every opportunity to extend and enrich children's vocabulary. This, together with the good teaching of basic literacy and numeracy skills, explains why children make good and at times outstanding progress. Role play is used particularly well to help children develop their creativity, whilst also practising basic skills such as writing. For example, in 'Cinderella's Castle' children enthusiastically acted out the story of Cinderella and wrote invitations to her party. Children develop into confident and independent learners who play together well and thoroughly enjoy each other's company. A wide range of resources are used well to stimulate and extend children's learning. The outdoor space is attractive but the activities provided in it are not as inviting or well linked to the areas of learning as those found in the classrooms. Children's learning slows when unsupported in this area. Links with parents are firmly established and support children's learning well. Transition arrangements from reception to Year 1 are good and ensure continuity of the children's learning.

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These are the grades for the Early Years Foundation Stage

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

Views of parents and carers

All parents who responded felt their children enjoyed school and, overall, they were happy with their children's experience at school. A very large majority of parents was positive about most aspects of the school's work and a number added very positive comments to highlight aspects that particularly pleased them. A few parents felt they were not listened to sufficiently. Inspectors followed up the points made and agree that improvements are needed in the procedures for consulting and feeding back to parents. They also found evidence that the school values, and where appropriate acts upon parents' views and ideas.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Glapton Primary and Nursery School 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 37 completed questionnaires by the end of the on-site inspection. In total, there are 284 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	22	59	15	41	0	0	0	0
The school keeps my child safe	19	51	18	49	0	0	0	0
The school informs me about my child's progress	11	30	26	70	0	0	0	0
My child is making enough progress at this school	16	43	19	51	2	5	0	0
The teaching is good at this school	19	51	18	49	0	0	0	0
The school helps me to support my child's learning	14	38	22	59	1	3	0	0
The school helps my child to have a healthy lifestyle	14	38	21	57	2	5	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)	15	41	21	57	0	0	0	0
The school meets my child's particular needs	14	38	23	62	0	0	0	0
The school deals effectively with unacceptable behaviour	11	30	25	68	1	3	0	0
The school takes account of my suggestions and concerns	11	30	25	68	0	0	0	0
The school is led and managed effectively	14	38	20	54	2	5	1	3
Overall, I am happy with my child's experience at this school	15	41	22	59	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 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.



21 January 2010

Dear Pupils

Inspection of Glapton Primary and Nursery School, Nottingham, NG11 8EA

Thank you very much for helping with the inspection of your school. You made us feel very welcome and we were very impressed with your politeness and excellent behaviour. Special thanks go to those of you who completed questionnaires, had meetings with inspectors or showed your work and talked to us in lessons. The inspection found that yours is a good school. Some of the best things are:

- the way your headteacher and other staff work to make your school better
- the way teachers plan your lessons so that you know what you have achieved and what you need to learn next
- your enjoyment of school and the way you work hard in lessons and make good progress, particularly in English
- the choice of lessons and the way you are involved in deciding what you are going to learn
- the start children get in the nursery and reception classes
- the way you care about each other and the contribution you make to the school and your local community.

To make sure things get even better for you we have asked the school to do three things. These are:

- to help you get better at making calculations, remembering number facts and dealing with problems in mathematics
- for governors to find out for themselves what is happening in school and to check what other people, including your parents, think
- to make sure you have the chance to meet with, and learn from, others whose backgrounds are very different to yours.

You can help by continuing to behave brilliantly, caring for and respecting each other, and always trying your hardest. Well done for all the things you do well already, and best wishes for the future.

Yours sincerely

Alison Cogher

Lead inspector

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