

The Glade Community Primary School

Inspection report

Unique Reference Number	124563
Local Authority	Suffolk
Inspection number	340600
Inspection dates	26–27 May 2010
Reporting inspector	Rob McKeown HMI

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	5–9
Gender of pupils	Mixed
Number of pupils on the school roll	157
Appropriate authority	The governing body
Chair	Andrew Harris
Headteacher	Andrew Smith
Date of previous school inspection	17 January 2007
School address	Knappers Way Brandon IP27 0DA
Telephone number	01842 811580
Fax number	01842 814645
Email address	office@glade.suffolk.sch.uk

Age group	5–9
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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

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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. The inspection team observed eight teachers teaching a total of twelve lessons across all the classes. Meetings were held with groups of pupils, parents, staff and governors. Inspectors observed the school's work, looked at pupils' books and teachers' planning, and scrutinised several key documents including those related to safeguarding, development planning, progress tracking, leadership team monitoring and governing body meetings. They also scrutinised questionnaires completed by 70 parents and carers, and those completed by pupils and staff.

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

- The attainment and progress of different groups of pupils, particularly those with special educational needs and those learning to speak English.
- Pupils' attendance, the school's drive to improve it and whether persistent absence is being tackled effectively.
- Whether teaching is sufficiently differentiated to ensure that all groups and individuals are challenged and supported well, and make suitable progress.
- Tracking data and whether teachers' assessments are used effectively to inform lesson planning and help pupils improve their work.
- The influence and effectiveness of all leaders in monitoring and evaluating the quality of provision, in tackling weaknesses, and in demonstrating a secure capacity to improve.
- The effectiveness of the Early Years Foundation Stage.

Information about the school

The Glade is a smaller than average-sized community primary school. It serves an area in which many families experience social disadvantage. The percentage of pupils eligible for free school meals is above the national average. A large majority of pupils are from White British backgrounds; about 20% are from families with other White backgrounds, mostly Polish and Portuguese. A small but increasing minority of pupils are at the early stage of learning to speak English. The proportion of pupils with special education needs and/or disabilities is typical for this size of school; most pupils with special educational needs have moderate learning difficulties. The school achieved the National Healthy School Status in June 2009. The headteacher and deputy headteacher are relatively new to the school; the headteacher has led the school since January 2010. In line with local authority reorganisation proposals, The Glade will become a 4-11 age primary school from September 2012.

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

This school provides its pupils with a satisfactory education. Its overall effectiveness has slipped since its last inspection but the arrival of a new headteacher in January this year has halted the decline and strengthened the capacity for sustained improvement. Most parents are pleased with what the school provides for their children; pupils say they enjoy school and are pleased with what it has to offer them.

Pupils' achievement is satisfactory. A majority make satisfactory progress as they move through the school, so that by the time they leave in Year 4 their attainment is broadly average. There is, however, some variability in pupils' attainment from year to year and in the progress they make in different year groups. Weaknesses are evident in pupils' reading, writing and mathematics skills, and outcomes in the national assessments in Year 2 have not changed much in the last four years. The progress of pupils with special educational needs and/or disabilities is satisfactory but is better in some year groups than in others. Many pupils who come into the school speaking little or no English make good progress with their spoken language skills. Their progress in reading, writing and mathematics accelerates over time, so that by the end of Year 4 many reach average standards.

Some aspects of pupils' personal development are good and some are satisfactory. Pupils say they feel safe in school and they appreciate the important aspects of adopting healthy lifestyles. Behaviour in lessons and around the school is good. A few pupils and parents remarked on the challenging behaviour of one or two individual pupils, which the school manages well. Staff care about their pupils and relationships are good. School assemblies are used well to celebrate achievements and promote a strong sense of community. Attendance is low and requires improvement. Levels of unauthorised and persistent absence are too high and too many pupils take holidays in term time.

Teaching is satisfactory but, in line with the inconsistency in pupils' learning and progress, the quality is too variable. In most of the lessons seen during the inspection teaching was either good or satisfactory. There remains a core that is not effective enough to promote good learning and progress. Insufficient attention is paid in some lessons to matching activities precisely enough to pupils' learning needs. Teachers' assessments in lessons, and their use of progress monitoring information, also require sharpening. There are good plans to strengthen the satisfactory curriculum by increasing opportunities for creativity and linking learning more effectively across subjects.

The new headteacher and deputy headteacher provide drive, ambition and a strong commitment to bringing about rapid and lasting improvements. Senior leaders have an accurate view of the school's strengths and weaknesses, and priorities for improvement

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are set out in a tightly focused development plan. Systems for keeping a check on pupils' learning and progress have been strengthened recently with greater emphasis placed on picking out underachievement. More is being expected of other key leaders, so that they play a prominent role in bringing about improvements. Currently their role in checking on pupils' learning and progress and evaluating the quality of provision is underplayed. A more rigorous approach is also required for examining how well pupils are doing when they receive targeted support.

What does the school need to do to improve further?

- Raise attainment and improve progress in reading, writing and mathematics by:
 - increasing significantly the proportion of teaching which is good and removing any that is inadequate
 - helping teachers to ensure that learning activities are targeted more precisely to the needs of individuals and groups of pupils
 - ensuring teachers' assessments and progress tracking are used effectively to identify gaps in pupils' learning and set targets for improvement.
- Improve pupils' attendance and punctuality by working closely with parents and support agencies to notably reduce persistent absence and lateness.
- Extend and strengthen the role played by middle leaders in leading and managing aspects of the school's work by:
 - helping them to establish rigorous monitoring and evaluation programmes for their areas of responsibility
 - involving them in the systematic analysis of the attainment and progress of all pupils, including those with additional needs.
- 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**

Evidence from observing lessons, from teachers' assessments and from looking at books indicates that overall, pupils are making satisfactory progress. Pupils' attainment in reading, writing and mathematics in Year 4 was close to expected levels in 2009 and most met their targets. This year, attainment in Year 4 is not likely to be as high and a minority of pupils have so far not made enough progress in writing and mathematics. Attainment and progress in other year groups continues to show too much variability. Last year in Year 2, outcomes in reading, for girls overall and for pupils with special educational needs and/or disabilities were comparatively low. Only recently has the school started to identify precisely the rates of progress for different groups of pupils. Regular discussions with teachers in progress meetings have been introduced and this will enable leaders to quickly identify and take action to tackle underachievement. Although several pupils receive targeted support to help boost their attainment, not

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enough attention is placed on checking the impact of these intervention programmes. Pupils get on well together, and they and their parents believe that the school helps to keep them safe and healthy. Pupils feel listened to and able to discuss any issues they may have with staff or with their friends. Pupils' spiritual, moral, social and cultural development is satisfactory. Lessons in personal, social and health education and school assemblies contribute well to supporting pupils' personal development. Pupils make suitable contributions at school and in the community; older pupils act as monitors carrying out various jobs around the school and occasionally organise fundraising events to support charitable causes. There is scope for extending the role of the school council to enable pupils to have more influence in the decisions made about school developments. Although there are weaknesses in some pupils' literacy and numeracy skills, many gain a good repertoire of information, communication and technological (ICT) skills in the school's computer suite or through using laptops in their classrooms. Attendance and punctuality require improvement. After a period in which pupils' attendance began to improve, levels are now much lower than the national average. Despite the school's positive approach to promoting regular attendance and the tough stance on taking holidays in term time, current attendance levels remain a good deal below the target set with the local authority.

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	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	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	4

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 of pupils' spiritual, moral, social and cultural development

3

How effective is the provision?

Teaching is satisfactory but the quality is inconsistent, ranging from good or satisfactory to occasionally inadequate. Leaders recognise, rightly, that a greater proportion of good teaching is required if pupils are to achieve well in all classes. Most lessons are well organised and pupils are usually managed successfully. Pupils are generally interested in their learning activities and cooperate well. Teachers use their interactive whiteboards effectively to focus pupils on key teaching points and to stimulate pupils' interest. In some lessons seen, pupils used hand-held whiteboards adeptly to record their written thoughts and calculations. Teaching assistant support is usually deployed successfully, mostly to guide the learning of pupils with additional needs. Where the teaching is particularly effective, teachers ask good questions to assess pupils' knowledge and understanding, and make useful links to previous learning. They also use these assessments well to adjust their teaching so that activities are matched tightly to pupils' learning needs. In lessons where the teaching is less effective, pupils spend too much time sitting listening to the teacher or working on activities which are not matched tightly enough to their abilities. This results in learning and progress which is too slow, or activities that lack challenge or are too advanced for pupils to engage in successfully. The quality of presentation and handwriting in pupils' books and in teachers' marking also varies.

Other aspects of provision are satisfactory. Work has begun on developing a more stimulating curriculum and several theme weeks have been organised this year in preparation for this. Pupils in Years 3 and 4 have the chance to learn French and some specialist teaching is provided in physical education. Pupils can also take part in a good range of sporting and other after school clubs led by staff and outside groups. Displays of pupils' art work around the school illustrate some of the good quality outcomes achieved in this subject. Staff show high levels of care for pupils, and support for vulnerable pupils is satisfactory. There are well-organised transition arrangements for pupils leaving for middle school in Year 4, with helpful additional induction time organised for those with special educational needs and/or disabilities. Support for higher attendance and tackling persistent absence have been strengthened since the beginning of the year, but have yet to produce a sustained improvement.

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

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How effective are leadership and management?

All aspects of leadership and management are satisfactory. The senior leadership team works well together and the new headteacher's evaluation of the school's strengths and weaknesses is accurate. Lesson observations have been carried out to determine the overall quality of teaching and note where improvements are required. Teachers are more involved than they were in discussing pupils' progress with leaders, although this process relies too much on the analysis completed by the headteacher. More is expected now of other key leaders so that responsibility for the school's improvement is spread more widely among staff. Subject leaders have drawn up action plans and in some cases completed their own evaluations of the effectiveness of their areas of responsibility. There are promising developments in some subjects such as ICT, but not all key leaders involve themselves enough in quality assuring the impact of their work on outcomes for pupils.

Staff do their best to ensure that all pupils have equality of opportunity and pupils from different backgrounds get on well together. Leaders have yet to formalise the school's approach to promoting community cohesion set out in last year's development plan. Communication with parents has improved recently with the distribution of a weekly newsletter and positive partnerships with the local authority support agencies ensure suitable support is provided for vulnerable pupils. Safeguarding procedures are satisfactory. Governance is stronger now than it was twelve months ago. The governing body has drawn up its own development plan to increase its effectiveness and a more systematic approach has been introduced for governors' visits. There are also improved systems for engaging with parents and for following up on school development priorities when governors come into school. Despite this, governors realise that they need to engage more in evaluating the school's work, including benchmarking its performance against other schools.

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	3

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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

Almost all children in the Early Years Foundation Stage are taught in a single-age Reception class. Some children are full time from the start of the year; others attend for half a day until the term in which they are five. A small group of Reception children are taught in a mixed-age class with younger Year 1 pupils. These arrangements result in satisfactory learning and progress overall, but more consistent and effective early learning for those who are full time, particularly in the single-age class. Progress is satisfactory for most children from below average starting points, although teachers' assessments show that outcomes at the end of Reception vary significantly from year to year. In 2009, children's social and emotional development, their early literacy and some of their early numeracy skills were well below expected levels. As in the rest of the school, a sharper focus is being placed on tracking children's progress from the beginning of the year.

Staff know the children well and make sure children are safe and well cared for. Good routines are established, with suitable attention given to leading healthy lifestyles and learning about personal hygiene. There are some good features in children's indoor and outdoor learning programmes in the Reception class, which are well planned by staff and cover all areas of learning. Suitable attention is given to basic skills through daily phonics and number sessions. Adults lead an appropriate proportion of structured activities and allow children to choose others for themselves, although sometimes these require a sharper focus on what is going to be learned. Assessments are made periodically to capture children's achievements, but these are not used precisely enough to inform the planning of what children might do next.

Leadership and management of the early year's provision are shared between two suitably qualified teachers who teach the Reception class, and an experienced support assistant. Relationships with parents are positive, but stronger links with other pre-school providers are an acknowledged area for improvement. Currently without a nominated Early Years Foundation Stage Leader, the management of quality assurance and strategic leadership roles are underplayed.

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

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Views of parents and carers

Around a half of parents and carers returned the inspection questionnaire. A very large majority agreed that they were happy with their child's overall experience at school. Almost all agreed that the school keeps their child safe and encourages them to be healthy. Nearly all parents and carers are pleased with the teaching and the progress their child is making. A few indicated that they did not agree that the school deals effectively with unacceptable behaviour. A similar number were not positive about what the school does to prepare their child for the future or felt confident that their views are collected and acted upon. A few questionnaires had comments written by parents and carers about their view of the school's effectiveness. These did not reveal any consistent pattern of disagreement or relate to safeguarding. Leaders were made aware of the issues that were raised.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at The Glade 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 13 statements about the school. The inspection team received 69 completed questionnaires by the end of the on-site inspection. In total, there are 157 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	39	57	30	43	0	0	0	0
The school keeps my child safe	35	51	33	48	0	0	0	0
The school informs me about my child's progress	24	35	39	57	5	7	0	0
My child is making enough progress at this school	28	41	35	51	3	4	2	3
The teaching is good at this school	34	49	32	46	3	4	0	0
The school helps me to support my child's learning	25	36	39	57	4	6	0	0
The school helps my child to have a healthy lifestyle	29	42	37	54	1	1	1	1
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)	27	39	36	52	0	0	0	0
The school meets my child's particular needs	26	38	38	55	3	4	1	1
The school deals effectively with unacceptable behaviour	23	33	32	46	5	7	4	6
The school takes account of my suggestions and concerns	25	36	34	49	3	4	2	3
The school is led and managed effectively	26	38	34	49	6	9	0	0
Overall, I am happy with my child's experience at this school	33	48	31	45	3	4	1	1

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.



- main findings from the inspection of their school.

28 May 2010

Dear Children

Inspection of The Glade Community Primary School, Brandon, IP27 0DA

Thank you for your help with the inspection and for welcoming the inspectors to your school. We enjoyed the two days we spent with you. Please thank your parents for completing the questionnaires about their views of the school. Thank you also to the children who completed their questionnaires. They were very helpful and told us that most of you enjoy school, and feel it helps you to stay safe and to learn about being healthy.

At this time, we believe your school is giving you a satisfactory education. Some things are going well and some things need improving. Your headteacher and the staff care about you and want you all to be successful. We were pleased to see that you get on well together in lessons and around the school. We thought that your behaviour was good, although some of you and your parents think that the behaviour of one or two children could be better. We enjoyed talking to the school council about their involvement in the new library project and about the fundraising you do for charities, such as Sport Relief. We saw many of you learning successfully in lessons and enjoying the activities your teachers prepare for you. The displays around the school of your art work are very attractive. We like the fact that you have after-school clubs and that many of you have the chance to practise your computer skills regularly. The governors told us that they intend to come into school more often to see how well you are doing.

At the end of the inspection, we asked your headteacher, the staff and governors to keep working on some improvements to help you do better in reading, writing and mathematics. We asked your teachers to do their best to ensure all your lessons are good ones and to keep a check on how successful you are in all of your learning. We also want you to make sure that you are in school, on time, every day, so that attendance in your class, and in the school overall, gets better quickly.

You have much to look forward to in the rest of the year; I hope you do your best and enjoy it.

Yours sincerely

Rob McKeown

Her Majesty's Inspector

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