

Glendale Infant School

Inspection report

Unique Reference Number	125595
Local Authority	Warwickshire
Inspection number	340800
Inspection dates	1–2 July 2010
Reporting inspector	Selwyn Ward

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	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	220
Appropriate authority	The governing body
Chair	Mr Peter McKenna
Headteacher	Mrs Stella Saje
Date of previous school inspection	23 January 2007
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Introduction

This inspection was carried out by three additional inspectors, who visited 19 lessons and observed 11 teachers. They spoke with governors, staff, parents and groups of pupils. Inspectors looked at samples of pupils' work, the analysis of the tracking of pupils' progress, school policies and procedures, school leaders' monitoring records, school development planning and risk assessments. They also analysed the questionnaires received from pupils, staff and 90 parents and carers.

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

- Current levels of attainment and progress for pupils of differing ability, including those with special educational needs and/or disabilities.
- The effectiveness and impact of initiatives introduced by school leaders.

Information about the school

This is an average sized school where the large majority of pupils are White British. Around 10% of the pupils come from various minority ethnic backgrounds, and a very small number speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is smaller than average. Glendale has an Activemark award and National Healthy School Status. It operates an extended school day, offering before-school provision and an after-school club.

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

'Glendale is a wonderful school. Communication is good and it is well led at all levels. My child has made great progress and loves coming here.' This comment from a very satisfied parent sums up the views of the many who wrote to praise the school and the way it had helped their children. Glendale is a good school where pupils make good progress. Children build on the good start they get off to in the Reception Year to attain above average standards by the end of Year 2 in reading, writing and mathematics. Pupils do well in other subjects too: they produce some impressive artwork. The excellent arrangements for pupils' care and welfare are especially appreciated by parents and carers, who comment on how, as a result, their children are 'confident and happy, and encouraged to try and do their best'. Improved systems introduced this year to more rigorously chase up absences have resulted in a very sharp rise in attendance, taking it to levels that exceed those of other primary schools, and are especially high in relation to infant schools. The school's promotion of welfare is very evident in the pupils' acute awareness of safety issues. They talk knowledgeably about road safety and are very conscious of the need for sun protection when playing outside.

Pupils greatly enjoy school because the curriculum is made interesting for them in creatively linking subjects together. For example, on the induction day when Year 1 pupils met the teachers they will have next year, they used digital photographs as well as mirrors to draw self-portraits. These then became a stimulus for written accounts in which pupils described themselves to their new teachers. Not all the pupils' work is as stimulating, however. Some of the science and topic work in Years 1 and 2 draws on undemanding worksheets that call for simple cut, paste and colouring-in tasks. These offer insufficient challenge, particularly for more able pupils. Although able pupils make good progress, this shows that they could be doing even better. They are not given enough opportunities to evaluate their own and each other's work.

An impressive feature at Glendale is the thorough way in which teachers in every class maintain a daily assessment diary that records their evaluation of what worked best in each lesson and what worked less well. Within this, teachers record detailed notes on individual children's progress and response. This practice, mirroring the record-keeping more commonly limited to the Early Years Foundation Stage, means that staff throughout this school have an exhaustive picture of how well each child is progressing with their learning. Teachers' feedback through marking is not all of the same high standard, however. Although some marking shows pupils the next steps they need to take to improve their work, much just offers encouragement. Teaching is good because staff generally expect a lot of the pupils and they, in turn, rise to the challenge. The standard of writing is high because pupils are consistently told the importance of

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accurate spelling and punctuation. As a result, they routinely ask for or look up spellings - tackling, successfully, words like 'aeroplane' that often stymie older pupils. Teaching assistants do a very good job in supporting those pupils who need extra help with their learning. This contributes to the good progress made by pupils with special educational needs and/or disabilities. However, teachers do not always make the best use of support staff during lesson introductions. They are sometimes left as passive observers when they could be utilised more productively

Leaders have an accurate picture of this school's strengths and of where there is scope for improvement. Their analysis of a dip in results in mathematics in 2009, for example, pinpointed precisely the weakness in pupils' problem-solving abilities, and they quickly put in place the changes necessary to boost pupils' practical skills in mathematics. The success of this is already evident in the rise in attainment in mathematics this year. When leaders monitor lessons, their observations show a good focus on the progress of pupils of different abilities but they do not formally record the points for improvement discussed with teachers. This limits opportunities for follow-up through subsequent observations. Nevertheless, the headteacher and leadership team have demonstrated a considerable track record of success since the last inspection in upping by a grade almost every aspect of the school and in delivering a sustained rise in standards. This shows very clearly the school's good capacity for continued improvement.

What does the school need to do to improve further?

- Further accelerate pupils' learning by ensuring that:
 - support staff are fully utilised during whole-class teaching and teachers direct questions at those pupils who are slower to volunteer answers
 - all pupils have clear guidance through marking that shows them what they need to do to improve their work
 - leaders' monitoring of lessons includes a formal record of the points identified for development so that these can be systematically followed up in subsequent lesson observations.
- Increase the challenge for more able pupils by:
 - relying less on worksheets in science and other topic work, and better matching work to pupils' different capabilities
 - involving these pupils more in evaluating their own and each others' work.

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

Pupils' good progress is evident from lessons and from their books, which show how well they have developed their skills and understanding over the course of the school year. Pupils' good behaviour contributes to their learning and progress in lessons. Pupils quickly learn the school's orderly routines, and so they listen well to their teachers and settle without fuss to individual and paired activities. Pupils have individual targets, and these also play a significant part in focusing their learning because pupils are very aware

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of what their personal targets are and do their best to achieve them. For example, a pupil in a Year 1 mathematics lesson, spying the page of problems being given to his group to work through, gleefully declared that it was good that these made use of the three times table because, 'that is my target'. This prompted him to attack the work with particular vigour.

Glendale's Activemark award and its Healthy School status attest to the pupils' eager take-up of sports activities and their good appreciation of the benefits of eating fruit. They are exceptionally conscious of the need to look out for their own and each other's safety, and all are very confident that adults in the school will help them if they have any difficulties or worries. The pupils have a voice within the school community, influencing, for example, improvements to the playground. They have also contributed their views beyond the school gates, sharing their opinions with the council on plans for the development of a local park. Building on their interest in the football World Cup, Year 2 pupils have learned about participating countries and they have taken a keen interest in different ways of life around the world. The pupils' good literacy and numeracy skills, together with their above average attendance, mean that they leave Glendale well prepared for the next stage of their education and for their future lives.

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	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

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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How effective is the provision?

Teachers know their pupils well, and the way in which they bring different subjects together helps to capitalise on the children's enthusiasm and motivate them to work hard and do their best. Standards are above average due, in no small part, to the meticulous way in which teachers keep a daily record of how well their pupils are learning and tracking their progress. Teachers then use this daily assessment diary to adapt their plans. These help to maximise pupils' learning, particularly in English and mathematics. However, work is not always so carefully matched to pupils' different learning needs in science and in the history and geography topics. In these subjects, pupils are frequently given the same, often unchallenging, worksheets to complete, regardless of their different capabilities. In other respects, teachers show that they have high expectations of what the pupils can do. Throughout the school, there is a consistent focus on the importance of accurate spelling and punctuation, and on neat presentation. In this way, children are encouraged, from the start of their time at school, to take a pride in their work, and this is especially evident in the quality of their writing. The school has begun, in some classes, to ask pupils to comment on whether they have met the learning objectives set at out the start of the lesson. This is fairly cursory, however. Even when pupils are all given very clear success criteria to aim for in lessons, opportunities are missed to further reinforce learning by actively involving pupils, and especially the more able, in evaluating whether they, and others in the class, have achieved them.

The arrangements for pupils' care and welfare are exceptionally thorough. Arrangements for the induction of new children, seen at first hand during the inspection, are comprehensive, and arranged in close co-operation with neighbouring pre-school providers and junior schools. Very well planned support arrangements have enabled vulnerable pupils to overcome barriers to their learning and to make the same good progress as their peers. Pupils with special educational needs and/or disabilities are also helped to succeed. A parent of a child who had been identified as initially needing extra help wrote to say how effective this had been, explaining that, 'When my son first started, he was on "school action plus" but he has been doing well and is currently not needing the extra support.' The school's consistent reinforcement of safe routines has raised pupils' conscious consideration of safety issues and the need to keep safe.

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 headteacher, leadership team, staff and governors have demonstrated a shared vision for success that has resulted in very significant improvement in the years since the last inspection. Careful analysis has identified what the school does well and where things could be improved. Leaders acknowledge, however, that their written record of lesson observations lacks sufficient detail to enable points for improvement to be checked out if a subsequent observation is carried out by a different member of the leadership team. Nevertheless, improvements in provision across the board have led to the rise in attainment and in the progress of pupils of all abilities. Equal opportunities are thus promoted well, but they are not outstanding because the most able pupils are not always pushed to achieve their very best. Academic success has not been at the expense of pupils' personal development or their enjoyment of school. On the contrary, these have also been strengthened, fuelling pupils' enthusiasm for learning. This is much appreciated by parents and carers. One wrote, 'The headteacher should be very proud of herself and her staff for the wonderful environment they create.' Parents and carers are kept well informed, enabling them to support their children's learning, although this is an area which governors have said they would like to see taken further. The extended school day provides an additional facility, especially to working parents and carers, offering them the option of an early drop-off or late collection.

Governors are very supportive, but they also challenge school leaders. They visit regularly and share their own reports on what they see. They have ensured that all legal requirements are met, including those relating to safeguarding. The systems for ensuring pupils' safety, and for dealing with child protection issues, are rigorous. Parents recognise this. Without exception, all of those who returned the inspection questionnaire agreed that the school keeps their child safe. The school's contribution to community cohesion is evident in the harmony within school and in pupils' growing interest in different cultures around the world. Year 2 pupils were moved, for example, to note, in watching a music video, the wide social gulfs evident across the United States. Visits, including to a local mosque, have also helped to broaden pupils' appreciation of the range of cultures and beliefs in modern Britain.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2

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

Early Years Foundation Stage

Children achieve well in the Reception Year. This is because this is well-run provision where the teaching is lively and well matched to the children's learning needs. The children thoroughly enjoy school and each others' company, and they quickly discover that learning is fun. From a starting point broadly in line with that expected for their age, they make good progress across all the areas of learning. The children quickly learn school routines. They cooperate amicably with others and their behaviour is good. Care, guidance and support are of high quality and stem from the very supportive relationships between adults and the children, and the thorough assessments and careful tracking of each child's progress. The teachers and other adults have a good understanding of how young children learn. They explain tasks clearly and provide mainly well-judged support as the children learn through purposeful play. Just occasionally, however, when children are engaged in self-chosen activities, opportunities are missed for adults to step in and pose questions so that the children get the most out of what they are doing. The outdoor area is used well, but it is not especially well resourced and is not as stimulating as the indoor environment.

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 and carers who responded to the inspection questionnaire are overwhelmingly positive about every aspect of the school. Many wrote to particularly commend the way in which the school responds to any queries or concerns. The approachability of the headteacher and staff are especially appreciated. As one parent explained: 'If I have had any problems, I have been able to speak to the headteacher immediately. If the school has concerns, someone comes out to speak to you at the end of the day. That

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means you are always aware of any issues.'

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Glendale Infant 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 90 completed questionnaires by the end of the on-site inspection. In total, there are 220 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	60	67	30	33	0	0	0	0
The school keeps my child safe	65	72	25	28	0	0	0	0
The school informs me about my child's progress	45	50	40	44	3	3	1	1
My child is making enough progress at this school	54	60	34	38	0	0	1	1
The teaching is good at this school	56	62	33	37	1	1	0	0
The school helps me to support my child's learning	48	53	39	43	1	1	1	1
The school helps my child to have a healthy lifestyle	54	60	34	38	1	1	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)	42	47	41	46	4	4	0	0
The school meets my child's particular needs	53	59	35	39	1	1	0	0
The school deals effectively with unacceptable behaviour	44	49	39	43	2	2	0	0
The school takes account of my suggestions and concerns	42	47	39	43	2	2	1	1
The school is led and managed effectively	59	66	30	33	0	0	0	0
Overall, I am happy with my child's experience at this school	66	73	23	26	1	1	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



5 July 2010

Dear Pupils

Inspection of Glendale Infant School, Nuneaton, CV10 7LW

Thank you for being so friendly and helpful to us when we came to visit your school. Many of you, and your parents and carers, told us that you thought Glendale is a good school. You are absolutely right. It is a well-run school where you make good progress from the start of Reception to the end of Year 2 to reach above average standards in reading, writing and mathematics. You do well because you work hard and behave sensibly in lessons and around the school. You also benefit from good teaching and a curriculum that gives you lots of interesting ways of learning. All the World Cup activities have helped you with your mathematics, as well as teaching you a little bit about some of the different countries that were taking part.

We were especially impressed by how much you all know about the importance of keeping safe. This is because the school takes such excellent care of you. The school's care arrangements have also helped you to improve your attendance. We were very pleased to see how much better this is this year. Coming to school regularly is the best recipe for continued success.

Even in a school as good as yours, there are some things that could be better. Sometimes, especially in science and topic work, you all have similar worksheets to complete. We have suggested making less use of these, especially for those of you who find them too easy. Support staff give many of you valuable help in lessons but they are not always involved enough in lesson introductions when the teacher is talking to the whole class. Teachers give you some good guidance on how to improve your work, and we have asked them to make sure that all the marking is just as good. We have also suggested that the school look for ways of involving some of you more in evaluating your own and each others' work. That way, you can also play your part in making the school even better. School leaders have done a super job in moving the school forward, but we have suggested that it would help them to improve the school further if they made fuller notes when they visited lessons.

Thank you again for being so polite and helpful, and our very best wishes for the future.

Yours sincerely

Selwyn Ward

Lead inspector

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