

Glebe Primary School

Inspection report

Unique Reference Number	125913
Local Authority	West Sussex
Inspection number	340867
Inspection dates	15–16 September 2009
Reporting inspector	David Scott

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	344
Appropriate authority	The governing body
Chair	Mr Andy Groves
Headteacher	Mrs Ann Walton
Date of previous school inspection	1 March 2006
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 18 lessons, and held meetings with the chair of governors, staff and groups of pupils. They observed the school's work, analysed 53 questionnaire responses from parents, looked at the data collected by the school about the pupils' progress and the records of the quality of the monitoring of teaching, and sampled pupils' work.

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

- The impact of school actions to improve the quality of learning following re-organisation in September 2008.
- Teachers' use of assessment information.
- The provision for able pupils and those pupils with special educational needs and/or disabilities.
- The impact of leaders and managers, at all levels, on driving improvements, particularly in the Early Years Foundation Stage and in Key Stage 1.
- The school's safeguarding arrangements.

Information about the school

Glebe Primary School opened in September 2008 having formerly been a middle school. Prior to reorganisation there was a period of considerable uncertainty and turbulence concerning the recruitment and retention of staff. The current headteacher, deputy headteacher and chair of governors were appointed in 2006 and have overseen the process of staff restructuring and the construction of two new classrooms and outdoor learning environment to accommodate the new Reception classes.

Glebe is a larger than average primary school. The proportion of pupils with special educational needs and/or disabilities is higher than that found nationally. Around one in ten pupils come from a wide range of minority ethnic groups, but most speak English as their first language. Since the last inspection the school has gained a number of awards including the Eco School bronze level and Healthy Schools status.

The Early Years Foundation Stage provision has two Reception classes. Children join the Reception Year from a wide variety of pre-school settings.

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

Glebe is a good school. Since the last inspection, it has not only sustained the good elements of its practice but has improved on many fronts. Most importantly, there is an upward trend in the pupils' academic performance. Pupils are achieving well in their learning because of better classroom experiences and greater involvement of parents. At the same time, the school has preserved and strengthened its inclusive ethos so that it is a truly harmonious community based on respect for each other at all levels.

The school has brought about these improvements because of the strong partnerships with local groups and organisations. A major element in the outstanding provision for care, guidance and support has been the appointment of key members of staff including a family link worker. This has been the result of determined and imaginative effort on the part of the headteacher, staff and governors with the support of the local authority. Safeguarding practices too are exemplary. The school has a positive reputation locally. Parents' very positive views of the school are summed up by one comment, 'The school has a wonderful family feeling where my son has excelled himself.' Glebe instils in its pupils a sense of purpose and self-belief that underpins their good spiritual, moral, cultural and social development.

Staff at Glebe have a strong commitment to ensuring that every pupil has an equal chance to learn. They work hard to eradicate any differences in the achievement of groups of pupils. The school's very robust central records of termly progress contribute well to this analysis which is also well supported by information on individuals from teachers. For example, the school has been very successful in helping some pupils with troubled histories to again enjoy learning and make good progress. Despite this strong focus, while more able pupils show good progress from Key Stage 1 to Key Stage 2, they have not yet reached attainment that is in line with that of primary schools nationally. Fewer gain the highest available levels in mathematics and science than in English. Teaching is mainly good. Nevertheless, although there are pockets of good practice, the level of challenge, engagement and consistency in marking in some lessons is too variable.

Despite good teaching, a stimulating curriculum, a well-kept environment and outstanding care and support, a few pupils do not attend regularly. The school has worked hard to improve attendance which is now just above that of primary schools nationally.

The school is well led and its good capacity to sustain further improvement is fuelled by a determination to enable all children to fulfil their potential. To this end, the school manages a rigorous cycle of self-evaluation and planning, involving the majority of staff,

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governors and parents. This school knows clearly its strengths and areas for improvement and shares this information openly. As one parent commented, echoing the views of many, 'The headteacher and all her staff are very approachable. This is a fab school with a great staff!'

What does the school need to do to improve further?

- Increase the proportion of good or better teaching to further accelerate pupils' progress by: - developing teachers' understanding of how to help the most able to reach the highest available levels of performance, especially in mathematics and science - ensuring that the quality of marking matches the best and is consistent across all subject areas so that pupils know how to improve their skills - ensuring that lessons are always engaging so that all pupils are more actively involved in their learning. This includes extending pupils' thinking, developing in-depth questioning and by doing more investigation activities.

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

The quality of learning and progress in lessons is good. Pupils behave well, and mature into polite, thoughtful and considerate young people. The overwhelming majority of pupils are enthusiastic about their tasks and respond well to teachers' requests and questioning. Year 6, for example, thoroughly enjoyed their numeracy lesson on how decimal points work by using flashcards to perform the calculation. They responded enthusiastically to being 'human calculators' and made good progress in problem solving. Year 2 responded well in a mathematics lesson, excited by the creative use of technology.

Standards of work and results in national tests, by the end of Year 6, have improved steadily over several years. Higher expectations of staff, targeted small group support, improvements in the quality of teaching and better resources have contributed significantly to this. Able pupils, however, do less well and the school's records confirm that this is mainly due to lower starting points for these pupils. Able pupils, in Key Stage 1, do not always attain as highly as they could in writing. Pupils who have special educational needs do well because of the high levels of effective support they receive as do those who join the school with little or no English.

Pupils get on well together and are keen to engage in the many opportunities to take on responsibilities. They are proud to belong to the school council and have been responsible for the installation of water fountains and the introduction of lunchtime activities. Pupils are very aware of the world of work and most make good preparations for their futures. They know the future value of their European language skills and have good understanding of industries involving the creative use of new technologies. Many tend the school garden and gain first-hand experience of growing flowers, fruit and vegetables as well as of recycling.

In discussions, pupils are very clear about how to stay safe and that they feel safe in school. They understand the importance of a healthy lifestyle and participate regularly in

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sporting and other activities. They appreciate the school’s efforts on their behalf and gain self-confidence in taking part in public occasions such as assemblies. Above all, they enjoy learning; as one pupil wrote, ‘I love school sooo much I don’t want to go home at the weekend! I love to read!’

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	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	3
The extent of pupils’ spiritual, moral, social and cultural development	2

How effective is the provision?

Pupils experience a rich range of activities and learn to talk to each other to deepen their understanding of work. As a result, teaching throughout the school is mainly good. Those who have particular learning needs are well supported in lessons because teaching assistants are well deployed to support pupils and as a result, they make good progress.

Lessons mostly cater well for the pupils’ differing needs but there are some classes in which introductions are over long which inhibits opportunities for pupils to learn on their own. As a result, able children do not always have their skills and understanding fully extended. The way in which teachers check pupils’ understanding of the work in lessons also varies between year groups and classes. Questioning is sometimes not targeted

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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well enough for the teachers to be sure that all pupils really grasp the work. Although there are pockets of very good practice, marking does not always ‘sign-post’ clearly the ‘next-steps’ to enable all pupils to improve their work.

The curriculum is well organised and extensively enriched by after-school clubs, visits to such places as the local Sea Life Centre, Zoo lab, a Tudor House and other places of historical interest. The sensory garden provides an oasis of calm and reflection from a busy school day. Productions, contemporary dance extravaganzas, African drumming together with an extensive programme of residential visits provide exciting opportunities for pupils to broaden their personal and academic skills. Senior staff acknowledge the need to extend existing partnerships with schools overseas.

The school is rightly proud of its outstanding care, guidance and support. The most vulnerable pupils benefit greatly from the school’s excellent links with external agencies. Staff can point to real successes in helping pupils overcome difficult histories and challenging episodes in their lives. The school has made significant strides since the last inspection in involving parents and carers in planning for the individual pupil’s support and progress. The inclusion team provides a wide range of support to enable vulnerable pupils and their families to engage with school and achieve their potential.

These are the grades for the quality of provision

The quality of teaching	2
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	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher provides a very clear direction for the school which is shared and understood by governors, staff, parents and pupils. She has led the transition from middle to primary school with consummate skill – a process that was described by one parent as ‘seamless’. As a result, progress and learning are accelerating at Glebe because of the drive to raise attainment. Staff development is a high priority for the school and weaker classroom practice has been tackled robustly; as a result, most teaching is good. Leaders monitor lessons in a systematic way and staff are clear as to what is expected of them, so that they improve.

Self-evaluation at all levels is accurate and constructive so that the school has a true picture of its effectiveness and where it needs to improve. The system for tracking pupils’ progress provides very useful information on how well they are doing. The headteacher and deputy headteacher complement each other well, and together they guide staff so that inclusion is largely good. They do, however, recognise that, occasionally, the most able pupils do not do as well as other groups of learners.

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Nevertheless, the move from middle to primary school has enabled the provision for more able learners to be reviewed and monitored more consistently.

Partnerships with parents and with the local community are cohesive and have improved since the last inspection. These links have contributed well to promoting community cohesion. The successful ‘Southlander’ project has had an especially positive impact on the local community’s views of the school and of the school’s understanding of itself within the wider global community.

The governing body is enthusiastic, well informed and actively engaged in school life. Since the last inspection governors have grown in confidence and are now much more adept at challenging the school’s performance in all areas of its work. Excellent systems ensure that all safeguarding requirements are meticulously maintained to the highest standard.

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
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
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

Children get off to a good start in the Reception classes. They settle in quickly and are keen to learn. Children play together well and are very well behaved. They enjoy learning in this bright and busy new environment. Data show that children’s attainment when they enter the Early Years Foundation Stage is below that expected for their age, particularly in communication, language and thinking skills and in personal, social and emotional development. By the time children leave Reception, they make good progress and reach levels expected for their age.

Children enjoy a wide range of stimulating activities, indoors and out, carefully chosen

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to meet their needs and interests. Children are given the opportunity to select their own learning activities and respond well to encouragement and praise to explore and widen their choices. For example, a small group of children loved painting a ‘whole picture’ all of their own. Another group of children were preparing to build a house for their teddy bear by comparing and discussing various design options, thus improving their vocabulary. They also showed great concern for the bear’s welfare! Teaching is consistently good; time is used well with motivating lessons moving at a good pace and in a friendly, safe atmosphere.

Staff record and assess children’s choices and progress well, but they do not always ensure that all children are fully engaged when using the facilities and equipment. Occasionally, the fleeting time that children spend on activities does not help in focusing their concentration.

In the new building, classrooms are of a good size and are organised in a stimulating way, with the indoor and outdoor areas being imaginatively used and enabling free-flow access throughout the day. Reception staff are well led and effectively managed. They have made an excellent start in setting up the Early Years Foundation Stage and are working closely with the local authority to develop best practice in assessment.

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’ views of the school were very positive and in particular recognised the good quality of the school’s leadership and management. Almost all respondents were very positive about the school and felt that their own children enjoyed school, were kept safe and healthy and were pleased with their children’s academic progress and personal development. Inspectors agree with these views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Glebe Primary 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 53 completed questionnaires by the end of the on-site inspection. In total, there are 344 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	36	67	16	30	1	1	0	0
The school keeps my child safe	30	56	23	43	0	0	0	0
The school informs me about my child's progress	24	45	26	49	3	5	0	0
My child is making enough progress at this school	28	52	24	45	1	1	0	0
The teaching is good at this school	36	67	17	32	0	0	0	0
The school helps me to support my child's learning	30	56	21	39	1	1	0	0
The school helps my child to have a healthy lifestyle	30	56	23	43	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)	28	52	23	43	0	0	0	0
The school meets my child's particular needs	24	45	28	52	0	0	0	0
The school deals effectively with unacceptable behaviour	23	43	23	43	3	5	1	1
The school takes account of my suggestions and concerns	19	35	31	58	2	3	0	0
The school is led and managed effectively	35	66	18	34	0	0	0	0
Overall, I am happy with my child's experience at this school	34	64	19	35	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.



16 September 2009

Dear Pupils

Inspection of Glebe Primary School, Brighton BN42 4GB

This letter is to thank you for welcoming us to Glebe and for taking the time from your breaks to talk to the inspectors. We really enjoyed meeting you and seeing you work and play. We came to find out as much as we could about your school and now we would like to tell you what we said in the report we have written.

We found that you go to a good school. You clearly enjoy it and do well in your lessons. Staff teach you well and provide you with many exceptional opportunities to learn. You are very lucky to be able to take part in all of the exciting visits, residentials and projects the school offers you. Your sensory garden, by the way, is particularly impressive and the tomatoes growing in the main school garden were doing particularly well.

Your headteacher and teachers are determined to help you succeed as are your parents. So we have asked them to plan work that will challenge and engage you in all lessons, showing you ways to learn by yourselves, and particularly for the more able amongst you. We also asked your teachers to give you clearer advice on how to improve your work so that you can achieve your very best.

Well done to you all for the way you have responded to your school's efforts to help you show respect to each other and to the staff who help you so much. You also told us that you feel very safe in school and that there is always someone you can talk to when you need help. You also try to keep healthy.

Once again, it was very good to meet you all. We wish you and the school all the best for the future.

Yours faithfully

David Scott

Lead inspector

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