

# Glebelands Primary School

## Inspection report

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<b>Unique Reference Number</b>	131513
<b>Local Authority</b>	Leicester City
<b>Inspection number</b>	341153
<b>Inspection dates</b>	11–12 February 2010
<b>Reporting inspector</b>	Alan Jarvis

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	266
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Chris Down
<b>Headteacher</b>	Mr Michael Dix
<b>Date of previous school inspection</b>	4 October 2006
<b>School address</b>	Chancel Road Leicester Leicestershire
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<b>Email address</b>	office@glebelands.leicester.sch.uk

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## Introduction

This inspection was carried out by four additional inspectors, one of whom visited the school for half a day specifically to evaluate the effectiveness of safeguarding procedures. The inspectors spent the majority of their time observing pupils' learning. They observed all 10 teachers as they visited 21 lessons or parts of lessons. In addition, they observed learning in four intervention groups where pupils received extra help to support their specific weaknesses. The inspectors held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at a range of information, including data showing the progress made by pupils and samples of their work. Questionnaires returned by 56 parents, 90 pupils, and 14 members of staff were analysed.

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

- the impact of the work of leaders and managers on school improvement
- how well different groups of pupils learn and make progress in the mixed-aged classes
- how effectively outside partnerships contribute to pupils' achievements.

## Information about the school

Glebelands is of average size and is located on the outskirts of the city. Most pupils come from beyond its immediate catchment area. The large majority of pupils are of White British heritage. A small minority have other ethnic backgrounds, with those from an Indian background being the largest group. The percentage of pupils entitled to free school meals is lower than typically found. The proportion of pupils with special educational needs and/or disabilities is a little higher than found nationally. The majority of these pupils have speech, language and communication needs, moderate or severe learning difficulties or need help with their autism. Most pupils are taught in mixed aged-classes. The school has gained the Active Mark, Gold Artsmark and Healthy Schools Awards. A pre-school operates on site run by an outside provider which is the subject of a separate inspection report.

**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 good and improving school is ambitious to be even better. Pupils relish coming to school everyday and typically say, 'School is cool and we learn a lot', 'Everyone loves the school and works hard' and 'We all get on very well with each other.' The majority of pupils enjoy one or more of the many clubs which are offered and there is even a Salsa club for pupils, parents and staff. Children start school with skills that are below those expected for their age and make a good start in the Early Years Foundation Stage. By the time they reach Year 6, attainment is a little above average and set to rise further. The school aims to ensure that attainment is regularly above average but there is still some way to go to achieve this.

What really stands out in this happy school is the way that all groups of pupils make good progress because they are enthused and engaged in their learning no matter what their age or ability. This is not only true in the key subjects of English, mathematics and science but in other subjects, too, in what is a good curriculum. For example, the excellent partnership with an outside artist is reflected in the high quality artwork seen around the school. Similarly, the splendid mini-production of 'Songs from Annie' in assembly was only made possible with the help of outside partners. Although the improved information and communication technology (ICT) suite has helped boost pupils' computer skills, the school is aware that there is further work to do to boost standards in literacy, numeracy and ICT by providing more opportunities to use these skills in other subjects.

Teaching is good and enables pupils to make good progress and enjoy their learning. This is much improved since the last inspection because of good staff training and a strong focus on making sure the learning activities in the mixed-aged classes are challenging and well matched to pupils' needs. Inconsistencies in marking, pupils sitting on the carpet for too long before getting on with their group and individual learning, and activities which are not fully challenging limit teaching and pupils' progress from being even better.

Pupils develop into confident and considerate individuals. The school takes good care of them and they feel very safe as a result. The pupils' understanding of how to lead healthy lifestyles is reflected in the high take up of the healthy meals and their enthusiastic participation in the many sporting activities on offer. Behaviour is good and in some classes exemplary when highly challenging tasks are presented.

The school is well led by the headteacher and senior leaders. Very strong teamwork is evident and morale is high. Senior leaders know the school's strengths and weaknesses though a rigorous process of self-evaluation which fully involves the governing body.

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Pupils' tracking data are used well to raise standards and ensure extra support is given in a timely way to those pupils who need extra support, or who need a boost, in their learning. However, senior leaders do not fine tune and make use of all the information they have on pupils in each year group to be more proactive and identify what they need to do to ensure they maximise pupils' personal and academic outcomes. Nevertheless, the good attention to the points for development raised at the last inspection, the transformation of this school from a satisfactory to a good school and focused plans for further improvement clearly demonstrate good capacity for further improvement.

### **What does the school need to do to improve further?**

- Further raise levels of attainment in English, mathematics and science so that they are regularly above average by ensuring:
  - written comments in pupils' books pinpoint areas for improvement
  - pupils in all classes are as active as they can be in their learning
  - all activities are challenging and well matched to pupils' learning needs
  - literacy, numeracy and ICT are used effectively in other subjects.
- As a matter of priority, put in place and implement an innovative long-term plan to maximise pupils' outcomes by:
  - predicting in detail the potential of each year group and identifying what needs to be done to add maximum extra value year by year
  - putting in place high quality and bespoke support for individual pupils
  - closely monitoring and evaluating the success of the plan.

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

**2**

From an early age, pupils gain confidence in working collaboratively and independently. During the inspection, pupils were seen making good progress in lessons and achieving well. For example, in mathematics, Year 6 pupils tackled a 'round-robin' of mathematical problem solving activities with gusto and rose to the challenge of working with new partners on quite demanding activities. Work in pupils' books show that attainment in writing has been boosted further due to the introduction of film and drama. The use of ICT is an increasingly good feature in learning.

Improvements in the Early Years Foundation Stage mean that pupils start Year 1 with higher attainment than in previous Years. Attainment at the end of Year 2 also shows an upward trend because of consistently good teaching. Attainment in Years 3 to 6 is rising as a result of vibrant teaching and improved assessment procedures and by Year 6 is a little above average, especially in English.

Nearly every group of pupils make good progress. White British pupils make good progress. Those from Indian backgrounds make even better progress and attain highly. Pupils from Black and Black and White mixed heritages do not attain as highly as other

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groups but the vast majority make good progress. Pupils with special educational needs and/or disabilities also progress well because of the good support they receive in class or in withdrawal groups and their positive attitudes to learning.

Attendance is average. Whilst many pupils receive certificates for their good attendance, the overall level is marred by the very poor attendance of pupils from a few families. This is a major factor in their low attainment and poor progress.

Pupils contribute well to the life of the school and the local community, for example, through charitable activities. The school council provides pupils with an influential voice. Recently, they have been invited to governors' meetings to put forward their points of view and indicate areas they would like to see improved. Pupils apply their sound basic skills in a range of different activities which prepares them satisfactorily for their next stage of education. Pupils' good spiritual, moral, social and cultural education is evident in the enthusiastic way they participate in the arts, the positive racial harmony in the school and their good understanding of how different people lead their lives in the United Kingdom. This was aptly put by a school council survey which reported, 'We like growing up with different people and most of us think it's alright to have different colour skins and religions.'

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	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
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> 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?

Pupils typically say, 'Teachers encourage us to learn in different ways and help us when we get stuck.' Very good relationships between pupils and their teachers, constant encouragement and activities which foster 'learning through doing' are a regular feature of teaching. There is a good focus on the teaching of letters and sounds which helps younger pupils make good progress in reading and writing.

The spread of ability and ages of pupils in the mixed-aged classes challenges teachers to ensure they plan learning that is well-matched to each pupil's needs. This is mostly done well but occasionally some activities that are set are too easy for some pupils and too difficult for others. Pupils know their learning targets and teachers provide good oral feedback on pupils' achievements and the next steps they should take. Whilst books are regularly marked and contain encouraging comments, inconsistent emphasis is given to providing written points for improvement although there are several examples of best practice to set the benchmark for all teachers.

Time is allocated well to all subjects in the curriculum and includes well-organised and interesting opportunities for learning. For example, the arts curriculum is very strong in music, dance, drama and art and design. This makes a good contribution to pupils' personal development and leads to high standards of art and performance. An interesting range of topic work is undertaken which the school is fine tuning to provide more creativity and fully capitalise on pupils' interests and capabilities.

The school can point to striking examples of how it has supported individual pupils and their families to help them overcome significant barriers to their learning and improve their life chances. Procedures to improve attendance are mostly effective, except for the very small number of families whose children rarely attend school.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The ambitious and dedicated headteacher has created a climate in which good practice thrives. The shared vision and pride in working at Glebelands have resulted in many improvements since the last inspection which in turn have raised pupils' achievements. These include a more effective Early Years Foundation Stage, better tracking of pupils' progress, the introduction of good quality withdrawal and intervention groups and the

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development of very strong outside partnerships. These are having a particularly good impact on the arts and in supporting pupils with autistic needs. Staff say, 'We are very well supported and always looking for improvements.'

Rising standards and the good progress pupils' make show that the school is effective in promoting equal opportunities and including pupils in all that it does. Governance is also much improved. Enthusiastic and well-informed governors have a good impact on school improvement through their well-run committee structure and their regular visits to school to gauge how well the school development plan is progressing. They have ensured all statutory requirements are in place, including the good safeguarding arrangements in which best practice has been implemented in both policies and procedures. The impact of the school's good work on community cohesion is felt strongly in the school which runs as a harmonious and respectful community and respects different faiths and customs. A detailed evaluation of provision in this area has led to a robust action plan in which the school is further building on the productive links that have already been established beyond the school.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## **Early Years Foundation Stage**

The effectiveness of the Early Years Foundation Stage has improved since the last inspection because of better teaching and a well developed curriculum centred on learning through play. There is strong teamwork and a common sense of purpose. Children start in the Nursery with skills that are below those expected for their age. By the end of Reception year, the majority are achieving the expected levels although boys'



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writing and calculation are a little weaker, though these are being addressed through a good action plan. Nursery and Reception children are taught together which helps their social development. Each child is allocated a key worker who successfully ensures each child is well looked after and feels safe. Children's progress is regularly assessed and used to plan activities which are well suited to their individual needs. The indoor and outdoor areas are spacious, well resourced and children enjoy the exciting and varied activities on offer. Children are encouraged to choose play activities themselves or whether to partake in indoor or outdoor learning through play. In more direct teaching, children gave a good response when listening to music and found space to work safely. There are good opportunities for both kinds of learning.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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**

The overwhelming majority of parents are happy with the school. In particular, they are very pleased with how well the school is led and managed and the quality of teaching. They also indicate that their children are very happy at school. A small number express some concern about behaviour. The inspectors found it to be good and saw that rare instances of unsatisfactory behaviour are quickly dealt with.

Parents positive views of the school are typified by the following comments:

'My son joined in September and he has learnt more in four months than in a whole year at his previous school.'

'The school offers an impressive amount of school activities and special occasions. Our son is bright and enjoying every minute at school.'

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Glebelands 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 56 completed questionnaires by the end of the on-site inspection. In total, there are 266 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	35	63	21	38	0	0	0	0
The school keeps my child safe	35	63	21	38	0	0	0	0
The school informs me about my child's progress	31	56	25	45	0	0	0	0
My child is making enough progress at this school	29	53	25	45	0	0	0	0
The teaching is good at this school	33	59	23	41	0	0	0	0
The school helps me to support my child's learning	29	52	26	46	1	2	0	0
The school helps my child to have a healthy lifestyle	28	50	28	50	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)	24	45	29	55	0	0	0	0
The school meets my child's particular needs	26	47	28	51	1	2	0	0
The school deals effectively with unacceptable behaviour	25	46	26	48	3	6	0	0
The school takes account of my suggestions and concerns	25	46	28	52	1	2	0	0
The school is led and managed effectively	32	59	22	41	0	0	0	0
Overall, I am happy with my child's experience at this school	34	62	20	36	1	2	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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



15 February 2010

Dear Pupils

Inspection of Glebelands Primary School, Leicester, LE4 2WF

On behalf of the inspectors, I would like to thank you very much for being so helpful when we visited your school. We really enjoyed meeting you, talking to you and looking at your work. Your parents think that you go to a good school and we agree.

Here is a list of some of the things we liked best.

You learn well in lessons and make good progress because you are taught well.

You develop your personal skills well and are confident and considerate to each other. We were impressed by your good behaviour and your healthy lifestyles.

You enjoy and learn a lot from the interesting and exciting activities your teachers plan for you. In particular, we can see how much you enjoy art, dance and drama and we were extremely impressed by your 'Songs from Annie.'

We particularly liked all of the opportunities you have to take part in sports and games. All of the adults in your school make sure that you are well looked after.

Your headteacher and senior leaders have done very well to make this a good school and are ambitious to do even better.

Every school has something that could be improved. There are two things we want your school to concentrate on.

We would like your teachers to ensure that you do even better in English, mathematics and science. I am sure that you are ready for this challenge. You can help by working hard and really knowing what you need to do to get better.

We would also like your headteacher to put into operation a plan to make sure every year group gets as much out of school as it can.

I wish you great success in the future.

Yours sincerely

Dr Alan Jarvis

Lead inspector

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