

# Glenthorne Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	124162
<b>Local Authority</b>	Staffordshire
<b>Inspection number</b>	359596
<b>Inspection dates</b>	18–19 October 2010
<b>Reporting inspector</b>	Andrew Stafford

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>	162
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Debbie Martin
<b>Headteacher</b>	Matthew Gould
<b>Date of previous school inspection</b>	22 April 2008
<b>School address</b>	Glenthorne Drive Cheslyn Hay, Walsall WS6 7BZ
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<b>Email address</b>	headteacher@glenthorne.staffs.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 15 lessons and observed 8 teachers in their classrooms. The inspectors held meetings with members of the governing body, staff, groups of pupils and a number of parents and carers. They observed the school's work and looked at a range of documentation, including data about pupils' progress and attainment, the school's planning documents, policies, procedures and records and pupils' work in their books. They reviewed information provided by parents and carers in 85 completed questionnaires. They also took into account the views pupils and staff expressed in their questionnaires.

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

- The progress pupils made during the last school year and how well they are progressing in the current year.
- The effectiveness of teaching and the curriculum in building pupils' skills year-on-year, helping to ensure that standards continue to rise.
- The impact of leadership and management on the drive to raise standards and on achieving the best possible outcomes for pupils.
- How well provision in the Early Years Foundation Stage enables children to progress in their learning and development.

## Information about the school

This average sized school serves an urban residential area. The proportion of pupils who have special educational needs and/or disabilities is average. A very small minority of pupils have a statement of special educational needs. The proportion known to be eligible for free school meals is in line with the national average. Most pupils are White British, with very few from other heritages. The school building has been refurbished after it was unable to be used between February and June 2009, because asbestos was being removed. Teachers, and their classes, were temporarily housed in two local primary schools. Among its many achievements the school has Healthy School status and the Activemark award. There is a pre-school and after-school club which is managed by the governing body.

**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

The school provides a satisfactory standard of education for its pupils. It provides a good curriculum that is improving pupils' engagement in their learning and this is helping to raise standards. Pupils' good welfare and pastoral care is sustained by a positive school ethos, enhanced by the recently refurbished school environment, and their good spiritual, moral, social and cultural development. With the support of the local authority, the school has begun decisively to address issues around the below average attainment outcomes that have prevailed for the past three years. Improvements in provision are now starting to show a positive impact and standards have begun to rise. The overall rate of pupils' progress improved considerably during last year and attainment across the school, evidenced in pupils' current work and in class assessment records for last year, is now broadly average. Pupils' positive attitudes to school are demonstrated in their good behaviour and their willingness to take on responsibilities and play a part in decision making.

The school's leaders responded constructively to the challenge presented by the disruption in 2009, with staff taking on additional roles of responsibility. This has broadened the experience of the teaching staff and is now contributing to strengthening teamwork across the school. The pace of school improvement has increased recently, and learning has accelerated in Years 5 and 6, but the school has yet to ensure that improvements become firmly embedded and that the upward trend continues. For example, although in some lessons pupils progress well and show they are becoming increasingly confident learners, a significant proportion of the teaching seen was satisfactory, and progress was slower than in better lessons. The school knows that this is not good enough and is working to eliminate weaker teaching through regular and more rigorous monitoring. The guidance provided to pupils through marking and the use of individual learning targets, although an effective feature of most teachers' work, is not yet of consistently high quality across all the classes, and pupils are not regularly acting upon the advice given. Attainment is not as high in mathematics and reading as it is in writing in some year groups and the school is aware that this imbalance must be corrected.

The headteacher has created a strong team ethos, with a clear focus on school improvement. Self evaluation is largely accurate and is based on systematic analysis. Teachers use the information gained from progress reviews each term to ensure that they give pupils the support they need. This is contributing well to raising attainment. The governing body has helped to steer the school through difficult times. The school sets challenging and ambitious improvement targets. Staff and governors are involved through the year in reviewing how well the school is doing. All of this, together with the skills and talents of staff and leaders, means that the school has satisfactory capacity to continue to improve.

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

- Reinforce the drive to raise attainment by:
  - ensuring that the quality of teaching is consistently good or better through a sharp monitoring focus on the quality of pupils' learning
  - ensuring consistency in the quality of marking so that pupils are always given clear guidance about how to improve their work, and act on this advice
  - ensuring that learning targets are used with consistent effectiveness so that pupils in all year groups have an accurate understanding of how well they are doing.
- Improve progress and attainment in mathematics and reading, especially in those year groups where it is lagging behind writing, by increasing the range and effectiveness of agreed teaching strategies.
- 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**

Pupils apply themselves and make satisfactory overall progress in lessons, with good progress seen in the best lessons. Pupils' achievement is satisfactory from their broadly average starting points; they show interest and enthusiasm for learning and are keen to share their ideas and contribute to discussions. They use information and communication technology with growing confidence. Pupils enjoy working with a partner or in a group, and this is helping them to become more confident learners. The rate of pupils' progress increased rapidly last year, and they are now on track to reach appropriately challenging improvement targets by the end of this year in reading, writing and mathematics. Pupils' current work matches expectations for average attainment in most areas of English and mathematics. Although overall attainment in reading is improving, in some year groups it is lower in writing. Boys' attainment has risen in most subject areas and the gap between boys' and girls' outcomes has now started to close. The progress of pupils with special educational needs and/or difficulties is satisfactory in relation to their starting points and abilities.

Pupils show good awareness of issues around personal safety. They have a good understanding of the factors that contribute to healthy living and can discuss these confidently. They enjoy taking responsibility, for example, as influential school councillors. They form good relationships with each other and with the adults in school, and say that they are confident that help is on hand if they encounter any problems. Their improving basic skills are helping to prepare them for the next stage in their education. They show a clear understanding of the good moral values the school promotes, reflected in their good behaviour and considerate, thoughtful attitudes. The curriculum is helping them to achieve a growing awareness of cultures beyond their own direct experience. Attendance is average; the few pupils at risk of poor attendance are identified and supported well.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	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
<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

## How effective is the provision?

The overall quality of teaching is satisfactory, although some good enterprising practice was also seen. Most teachers set high expectations for effort and behaviour, and pupils respond positively to this. Where teaching is most effective, lessons are planned to take the range of learners' needs into account, the pace of learning is brisk, the level of challenge good and teachers use questioning well to extend pupils' thinking. This was seen in a Year 6 literacy lesson about making an advertisement for the book 'Stormbreaker'. Pupils responded to the infectious enthusiasm of the teacher when asked to analyse current television adverts. This led to the challenge of planning, filming and editing their own advertisements that included alliterative slogans. In weaker lessons, activities are sometimes over-directed by the teacher, limiting opportunities for independent learning by pupils. Individual learning targets are used effectively in some classes, but this is not consistent across the school, so pupils do not always understand clearly how well they are doing. Similarly, the quality of marking varies, so pupils are not always provided with the advice they need to improve their work, or are not directed to act on the advice given. Teaching assistants contribute well to pupils' learning, especially those who have additional needs.

The curriculum has been revised and now better reflects pupils' interests and engages them fully. It includes improving opportunities for pupils to develop and improve their basic skills through work across different areas of learning. This is starting to contribute

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well to raising attainment. Additional strategies, aimed at raising attainment in reading, have not yet been as consistently effective as expected in all the year groups, and the school is currently reviewing its provision in this area. The curriculum is enriched by opportunities for pupils to develop skills in sports, the performing arts and a modern foreign language. Further enhancement is provided by visiting specialists, themed events and visits to places of interest. Well-planned provision for pupils with special educational needs and/or disabilities ensures they enjoy full access to learning and social inclusion.

Pastoral care is good and the school works sensitively to support vulnerable pupils and their families. This is helping to break down the barriers to learning and progress that a number of pupils encounter. The school's effective efforts to support attendance has a positive impact on sustaining average attendance figures. The increasingly popular pre-school nursery club gets the day off to a happy start and after-school provision includes a range of well-attended clubs and activities.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<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 governing body and staff share the headteacher's vision and resolve to take the school forward and to achieve improved outcomes for its pupils. Senior staff and subject leaders help to ensure quality and this contributes positively to ongoing school improvement. Sharply-defined and appropriately challenging termly targets have been set for attainment in each year group. This means that the information gained at progress reviews at the end of each term gives an accurate and detailed picture of how well the school is doing. The progress reviews that follow enable the school to identify pupils who are underachieving and staff are becoming increasingly effective at providing the support those pupils who need to speed their progress up. Teaching quality is monitored systematically, but without a sharp enough focus on learning outcomes, and so, although the impact of monitoring is largely positive, a residue of weaker teaching has not yet been eliminated. The responsibilities of governance are shared equally between governors and this increases the effectiveness of a knowledgeable and supportive governing body. The school complies with statutory requirements for safeguarding, health and safety and child protection through well-managed procedures. It acknowledges that it must conduct an ongoing review of the effectiveness of these procedures more regularly. Its inclusive ethos promotes equal opportunities satisfactorily. The school contributes to community cohesion through partnerships in its community, for example, by regular links to local churches, with local schools and with a wide range of agencies that positively support pupils' health, welfare, social and learning needs. Parents and carers expressed very positive views about

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the school, and improving home-school cooperation is reflected in comments contained in the many replies to the inspection questionnaires.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</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>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children's skills on entry to Nursery are generally in line with expectations for their age but with weaknesses in language development and understanding number. They make satisfactory overall progress. By the end of the Reception year, attainment is broadly average. Although some children's attainment is still below expected levels for their age in some areas of literacy and numeracy, they have gained positive attitudes to school and are happy, interested learners.

The quality of teaching is satisfactory, with an appropriate balance of activities initiated by the children themselves and those led and directed by adults. Staff provide a range of activities that are interesting and fun for the children. Relationships are caring and warm, and consequently children are happy and secure in the setting. Provision to ensure their welfare is good and meets requirements. Assessments are based on careful observations of the children in their activities and the information is used effectively to plan for their individual learning needs. Although relationships with parents and carers are positive, they are not yet fully involved as partners in their children's learning and assessment.

The learning environment is bright and welcoming and the outdoor area has been developed well to support active learning through play. The setting is led and managed satisfactorily, and the staff team work together effectively to promote the children's learning and well-being. Provision is monitored regularly and this supports ongoing improvements. Links with external agencies help to support the progress of children with additional learning, language or social needs.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
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

## Views of parents and carers

Over half of parents and carers responded to the questionnaire, which is many more than is usual in similar schools. The overwhelming majority of those who responded said they agree or strongly agree that they are happy with their children's experience at the school. Parents wrote, 'Glenthorne is a close-knit friendly school', 'Every child is treated as an individual' and 'Staff are approachable, effective and understanding', to express their support. The outcome of the inspection reflects these views.

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

Ofsted invited all the registered parents and carers of pupils registered at Glenthorne 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 85 completed questionnaires by the end of the on-site inspection. In total, there are 162 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	57	67	27	32	0	0	1	1
The school keeps my child safe	65	76	20	24	0	0	0	0
My school informs me about my child's progress	36	42	45	53	2	2	0	0
My child is making enough progress at this school	43	51	38	45	3	4	0	0
The teaching is good at this school	41	48	40	47	1	1	0	0
The school helps me to support my child's learning	51	61	26	31	3	4	0	0
The school helps my child to have a healthy lifestyle	49	57	37	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)	47	55	33	39	0	0	0	0
The school meets my child's particular needs	39	43	43	51	1	1	0	0
The school deals effectively with unacceptable behaviour	39	46	44	52	0	0	0	0
The school takes account of my suggestions and concerns	30	35	53	62	1	1	0	0
The school is led and managed effectively	53	62	31	36	1	1	0	0
Overall, I am happy with my child's experience at this school	62	73	22	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 all 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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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"><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 pupils' 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.**



20 October 2010

Dear Pupils

**Inspection of Glenthorne Community Primary School, Cheslyn Hay, Walsall, WS6 7BZ**

Thank you for making the inspection team so welcome when we visited your school. As you know, we came to see how well the school is doing and how you are all getting on with your learning. You told how much you enjoy school. You also told us that you think the after-school activities are very good.

These are some of the things we found. Glenthorne is a satisfactory school. It is also an improving school and a happy place of learning. You are well behaved and polite young people. The adults in school look after you well. You work hard in your lessons, you enjoy your learning and you get on well with each other and with the adults in school. The Early Years Foundation Stage gets your education off to a happy start; your learning and progress are improving rapidly as you move up through the school and standards are rising for most of you. Well done, keep up the good work!

There is still some work to be done to make Glenthorne a good school. Here are the things we have asked the headteacher and staff to do.

Make sure that all teaching is good or better, so that you learn and progress well in every lesson.

Improve the way they use targets and improve marking so that you know more about how well you are doing, know about what you need to do to improve your work, and that you act on the advice they give.

Find more ways to help you all to improve your numeracy and reading so that you make as much progress as you are already making with your writing.

You can help with all of this by continuing to do your best and being happy learners.

We wish you every success for the future.

Yours sincerely

Andrew Stafford

Lead inspector

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