

Glebe Infants' School

Inspection report

Unique Reference Number	115741
Local Authority	Gloucestershire
Inspection number	357810
Inspection dates	10–11 February 2011
Reporting inspector	Ken Bush

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

Type of school	Infant
School category	Foundation
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	102
Appropriate authority	The governing body
Chair	Martin Draper
Headteacher	Lin Griffiths
Date of previous school inspection	27 March 2008
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Introduction

This inspection was carried out by two additional inspectors. They observed 10 part lessons taught by five teachers. Meetings were held with senior leaders, subject coordinators, the Chair of the Governing Body and other governors. Inspectors observed the school's work, and looked at planning documentation, assessment information, examples of pupils' work and a number of policy documents. The team received and considered 79 questionnaires from parents and carers, together with a number from school staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- What progress has the school made to date in improving rates of learning in mathematics and for more-able pupils?
- How consistent is the quality of teaching and assessment across subjects, year groups and ability groups?
- What contribution is made to effective leadership and management by leaders at all levels, including subject coordinators?

Information about the school

Glebe is a smaller-than-average-size infant school. Most pupils are of White British heritage and only a small proportion speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is close to the national average, but rising over time. These pupils' needs are related mainly to speech, language and communication difficulties. The proportion of pupils known to be eligible for free school meals is lower than average. Early Years Foundation Stage provision is in two Reception classes. The school has gained Healthy Schools Status and the Activemark award.

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

2

Main findings

Glebe Infants' School is satisfactory and improving. An effective and well-led staff team has been created who are developing a culture of high expectations of all pupils. Care, guidance and support, including exemplary arrangements for ensuring pupils' safety, are key strengths of the school. As a result, most aspects of pupils' personal development are at least good; moreover, their knowledge and understanding of how to live healthily is exceptional.

From broadly average starting points which vary considerably from year to year, children get off to a good start. By the time they leave to go to junior school at the end of Year 2, they securely reach average but improving levels of attainment. In the recent past, progress in mathematics has been slower than in reading and writing but as a result of well-planned strategies, such as grouping by ability for part of the week in English and mathematics, the gap is now narrowing.

Teaching and learning are satisfactory and improving across all classes. Planning is typically thorough and meets the needs of the majority of pupils in the full range of subjects. However, both the level of challenge and the pace in lessons are variable and this restricts some pupils from achieving as well as they should. Assessment procedures are adequate but teachers do not always gauge where pupils have got to in their learning quickly enough in lessons to intervene and ensure pupils are stretched. In a similar vein, marking, while regular and supportive of young pupils' efforts, does not consistently give them enough clear guidance as to how they can improve their work.

Self-evaluation and monitoring procedures are mostly robust which have enabled leaders to accurately identify the school's strengths and weaknesses. These effective quality assurance systems enable accurate information about pupils' progress and other aspects of the school's work to be used well. Leaders at all levels, including subject coordinators, make a good and improving contribution to school improvement. The school has ensured that its contribution to the promotion of community cohesion is satisfactory, but, although pupils have a growing appreciation of different faiths and customs in other countries, their awareness of cultural diversity in the United Kingdom is less well developed. The school's arrangements for evaluating the impact of its planned actions are also at a relatively early stage. The school's recent record of improving outcomes for pupils, the effective support of a strong governing body, extremely high staff morale and exceptionally supportive parents and carers give the school good capacity to sustain improvement.

Up to 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.

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What does the school need to do to improve further?

- Raise attainment and accelerate progress more quickly by:
 - increasing the pace and level of challenge in lessons for all pupils
 - ensuring assessment by teachers in lessons and their marking of pupils' work consistently support pupils to take the next steps in their learning.
- Enhance the school's contribution to the promotion of community cohesion by:
 - extending pupils' knowledge and understanding of the cultural diversity within the United Kingdom
 - strengthening arrangements for evaluating the impact of its planned actions.

Outcomes for individuals and groups of pupils

3

Pupils at Glebe enjoy school and are enthusiastic about most aspects of their learning. Attendance is average and improving rapidly, but the overall rate is adversely affected by a small proportion of pupils who are absent too frequently, despite the school's best efforts. Good behaviour in lessons makes a positive contribution to the creation of a purposeful atmosphere for learning across the school. Pupils are able to apply themselves for increasingly sustained periods of time as they move through the school. In a Years 1/2 literacy lesson seen during the inspection, pupils concentrated well and enjoyed vocalising examples of direct speech drawn from 'Hansel and Gretel' while wearing hats adorned with speech marks and their talk partners provided the accompanying reported speech.

The progress made by all groups of pupils, including the more able and those who find learning more difficult, is at least satisfactory and rapidly improving. As a result of well-tailored support and timely interventions, the attainment and progress made by the increasing proportion of pupils with special educational needs and/or disabilities and those who speak English as an additional language are good. Although there are small fluctuations year on year, boys and girls attain and make progress at a comparable rate over time.

The vast majority of pupils report that they feel safe and have good knowledge of how to keep themselves safe in and out of school. The school council, class captaincy roles and the buddy system known as 'Playground Pals' offer ways for pupils to demonstrate their good contribution to the school community. Contributions to the wider community are evident through fund raising for charities such as Red Nose Day, and links with the Newent business community. Pupils' very enthusiastic and active work in the school's vegetable garden, along with the very high take-up of extra-curricular sports, is evidence of their outstanding awareness and adoption of healthy lifestyles. Healthy Schools Status and the Activemark reflect the school's significant success in this area. Pupils' good spiritual, moral, social and cultural development is clearly evident in lessons, assemblies and through the sensible way in which they relate to, and communicate with, other children and with adults, including visitors to the school.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
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	3
Taking into account:	
Pupils' attendance ¹	3
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

How effective is the provision?

Teachers have secure and improving subject knowledge and are adept in classroom management techniques that put a strong emphasis on good behaviour to support learning, including how to listen effectively when others are speaking. Resources, including the use of information and communication technology, are imaginative and well used. In the majority of lessons seen during the inspection, work was generally matched appropriately to pupils' needs, interests and capabilities, but there were limited opportunities for the development of more advanced thinking skills. The new marking policy, which gives colour-coded guidance, is helping the school move towards a more rigorous approach to pupil feedback, but at present is not applied consistently. The school is taking secure early steps to develop pupils' capacity for peer-assessment and self-assessment by making frequent use of learning objectives and success criteria to help pupils know what they have learned. However, opportunities to highlight learning during and at the end of lessons are not always taken and, consequently, the impact of assessment procedures as a whole upon pupils' achievement is limited.

The creative and well-balanced curriculum makes a distinct contribution to mostly good or better outcomes for both boys and girls at Glebe. There is a good balance of the provision of high quality activities to promote and develop literacy and numeracy skills with imaginative activities to stimulate artistic, creative and physical development. The developing thematic approach enables pupils to readily make links between different

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subjects, but basic skills work is currently more effective in those lessons where pupils are taught by ability in the first part of the week than in those in the latter part when pupils return to their normal classes. Out-of-school-hours provision is wide-ranging and of good quality, supported by improving partnerships with other local schools. This has helped to create particularly good provision in modern foreign languages and food technology.

The school's caring ethos and emphasis on treating all pupils as individuals are features valued strongly by parents and carers. One parent/carer commented, 'Every child is cared for and each individual's needs catered for whether they be learning, emotional, dietary or health-related.' Well-deployed teaching assistants and the strong teamwork established between them and class teachers are key features of the school's good care, guidance and support. There are useful systems in place to ensure effective exchange of information with external agencies, including the local authority. Support for pupils whose circumstances render them vulnerable and for pupils with special educational needs and/or disabilities is particularly effective and, in the case of the latter group, contributes to their good progress. Transition arrangements are good and are also very highly regarded by parents and carers. Procedures to promote regular attendance are consistently applied, well established and systematically reviewed; these are promoting much reduced rates of absence in the current academic year.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

School leaders, ably supported by the governing body, have developed a clear vision to take the school forward which has been translated into an effective strategic plan. The school uses its recently overhauled data-tracking system well to set challenging but realistic targets for all pupils and has developed leadership capacity at all levels. Subject coordinators make a strong and improving contribution both to monitoring and evaluating pupils' progress and to promoting continuing professional development within their areas of responsibility. Morale within the whole staff body, including support staff, is extremely high as reflected in responses to inspection questionnaires.

Effective use is made of the governing body's wide-ranging professional expertise to challenge and support school leaders and it provides appropriate strategic leadership. Good examples of this are in the lead it has taken to ensure high levels of parental engagement and in the purposeful planning undertaken in partnership with others to bring about long-term structural changes for the school. Equality of opportunity is vigorously and successfully promoted and the achievement of all groups of pupils carefully monitored. The school is welcoming and inclusive and instances of discrimination are

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exceptionally rare. Procedures for ensuring the effectiveness of safeguarding, including risk assessments, are exemplary and clearly understood by all staff and the governing body. Clear and robust quality assurance arrangements are in place for monitoring how well policy is translated into practice. The school has a realistic and proportionate approach to risk which ensures that pupils are both safe and enjoy a stimulating school environment and access to a full range of activities. The school makes an improving contribution to promoting community cohesion which has benefited both pupils and the wider community but mechanisms to evaluate its activities to guide future developments are not yet well developed.

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	1
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	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Good early adult intervention and support, together with effective links with pre-school providers, enable children to quickly learn the routines needed for effective learning and social development. Children quickly develop positive attitudes to learning, are well behaved and cooperate well with their peers and with adults.

The indoor and outdoor facilities are well equipped and attractive, contributing to a stimulating learning environment which the children enjoy exploring. The vast majority of activities are well planned and successfully delivered although, during the inspection, the most effective sessions were those directed by adults rather than when children decided for themselves what to do. In a particularly successful session, literacy skills were well promoted through children labelling the parts of the body of their classmates with sticky paper, while referring to a poster containing the information they needed.

Historical problems in making accurate assessments of children's abilities on entry and during the Early Years Foundation Stage have now been rectified and staff now routinely gather and make good use of assessment information about children's progress in their

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planning. This supports improving capacity to accelerate progress in Reception. Good leadership and management also ensure that the safety and welfare of children are paramount. Personal contact with parents and carers is maintained on a daily basis, which enables any emerging issues or concerns to be dealt with efficiently.

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

The proportion of parents and carers who responded to the questionnaire was well above that typically found in similar schools, reflecting the very strong systems the school has in place to secure high levels of engagement. Almost without exception, parents and carers expressed their strong approval of the way that school leaders and the governing body are seeking to move the school forward. One parent/carer reflecting the views of many commented: 'I am extremely happy with the quality of education my child receives. The school continues to build upon its strengths in all aspects. She is in a safe and nurturing environment and is "blooming" and growing in confidence.'

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Glebe Infants' 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 79 completed questionnaires by the end of the on-site inspection. In total, there are 102 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	49	62	30	38	0	0	0	0
The school keeps my child safe	54	68	25	32	0	0	0	0
My school informs me about my child's progress	37	47	38	48	3	4	0	0
My child is making enough progress at this school	42	53	36	46	0	0	0	0
The teaching is good at this school	48	61	30	38	0	0	0	0
The school helps me to support my child's learning	44	56	33	42	2	3	0	0
The school helps my child to have a healthy lifestyle	51	65	26	33	2	3	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)	36	46	36	46	0	0	0	0
The school meets my child's particular needs	41	52	37	47	1	1	0	0
The school deals effectively with unacceptable behaviour	36	46	37	47	2	3	0	0
The school takes account of my suggestions and concerns	36	46	38	48	1	1	0	0
The school is led and managed effectively	48	61	31	39	0	0	0	0
Overall, I am happy with my child's experience at this school	50	63	26	33	2	3	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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



14 February 2011

Dear Pupils

Inspection of Glebe Infants' School, Glebe Way, Newent, GL18 1BL

Thank you very much for welcoming us so warmly to your school. We have judged that Glebe Infants' School is satisfactory and improving and it is clear to us why most of you are proud to go to it. You told us that you feel safe in school and you know a lot already about how to keep yourself safe out of school too. This shows us that the teachers and other adults who work at your school care about you and support you well. You behave well and show that you care about your classmates and other people outside of the school. We are also very impressed with how much you know about growing and eating healthy foods and taking lots of exercise.

You have a good curriculum and you make satisfactory and improving progress in reading, writing and mathematics because the lessons which your teachers and other staff provide are at least satisfactory too. Your headteacher and all the other adults, including the governors, lead the school well. This is something which almost all of your parents and carers agree with.

There are things which can be improved and so we have asked your headteacher and the governors to:

- help you to reach higher standards and make quicker progress by making lessons more challenging for you and by making sure that you are clear about what you need to do to improve; this includes how your work is marked
- give you more opportunities to learn about people with different cultures and religions who live in the United Kingdom.

We thoroughly enjoyed our visit to your school. You can do your bit to improve it further by continuing to do your best in your learning.

Yours sincerely

Ken Bush

Lead inspector

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