

Gladstone Road Infants School

Wooler Street, Scarborough, North Yorkshire, YO12 7DD

Inspection dates 10–11 October 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- From below average starting points in the Reception Class children make good progress because of high-quality resources, a stimulating and bright environment both indoors and outdoors and good teaching. This represents significant improvement on previous years when the provision was deemed to be satisfactory.
- All groups of pupils, including those in receipt of the pupil premium, those new to learning English, disabled pupils and those with special educational needs make good progress across the school and achieve well, particularly in reading.
- The quality of teaching is good with secure examples of outstanding practice.
- In the two years since the previous inspection the headteacher, senior leaders and governing body have worked tirelessly to ensure that the school makes significant improvements.
- Pupils' behaviour and safety are good, they have good manners and even the youngest children show determination, joy and resilience when going about their daily routines.
- A well-planned curriculum provides meaningful opportunities for pupils for their spiritual, moral, social and cultural development.

It is not yet an outstanding school because

- In the small number of lessons where teaching is not yet good, some pupils are not sure as to the level at which they are working and not all marking guides pupils to understand how to improve to the next level.
- Work for most able pupils in some lessons does not always allow them to attain at the highest levels.
- While pupils are increasingly confident in using their writing skills in literacy lessons, there are not always enough focused opportunities for them to utilise these improved skills across the curriculum and for audiences other than their teacher.
- Although the governing body is effective, the skills of individuals are not always deployed well enough to monitor the impact of initiatives.

Information about this inspection

- Inspectors observed 16 lessons, of which four were joint observations with senior leaders. Every class was observed at least once.
- Meetings were held with groups of pupils, the Chair of the Governing Body and one other member in a phone conversation, senior and middle leaders, and a representative of the local authority.
- There were insufficient responses from parents to the on-line questionnaire (Parent View) to inform the inspection. The views of parents, therefore, were sought at the start of the school day.
- The inspectors observed the school’s work and looked at a number of documents including the school’s own data on pupils’ current progress, planning and monitoring documentation, records relating to behaviour and attendance, documents relating to safeguarding, and minutes of various meetings.

Inspection team

James Kilner, Lead inspector

Additional Inspector

Lynne Davies

Additional Inspector

Sue Eland

Additional Inspector

Full report

Information about this school

- The school is much larger than the average sized infant school.
- The site is shared with the Junior School and there is extremely restricted playground space and no playing field.
- A small number of pupils is from minority ethnic groups and, of these, only a few pupils speak English as an additional language.
- The proportion of pupils in receipt of the pupil premium varies each year and is currently slightly above average.
- The proportion of pupils supported through school action is average.
- The proportion of pupils supported through school action plus or with a statement of special educational needs is below average
- The school has gained Arts Mark Gold and the Healthy School status.

What does the school need to do to improve further?

- By June 2013, make sure that all teaching is consistently good and that much is outstanding to enable more pupils, particularly those who are most-able, to make accelerated progress by:
 - ensuring planned activities always refer to the learning objective which is specific for each group and that progress towards reaching the objective is assessed regularly as the lesson proceeds
 - ensuring pupils are fully clear about where they are in their learning and that they always understand the next steps required to reach the higher levels
 - ensuring all pupils have more focused opportunities to use their writing skills across a wider range of subjects and for a wider audience beyond their literacy lessons.
- Strengthen leadership further by fully utilising the expertise and skills of all members of the governing body to monitor the work of the school.

Inspection judgements

The achievement of pupils is good

- The youngest children move rapidly from low starting points and make good progress as a result of effective teaching and well-planned opportunities for them to listen, talk and develop their learning through imaginative play.
- They achieve well so that their skills are close to age-related expectations by the time they join Year 1, particularly in their reading and communication skills.
- As a result of good teaching and accurate assessments, this good progress continues over Key Stage 1 so that all pupils now achieve well. Pupils attain close to national averages with indications that the current Year 2 will exceed these, as a result of the improved quality of teaching.
- Disabled pupils and those with special educational needs make good progress because their needs are identified accurately and their progress tracked meticulously, ensuring that work in lessons and in support groups is well matched to their requirements.
- Funding for pupils in receipt of the pupil premium has been put to good use through targeted support for their emotional and physical well-being, as well as their reading and mathematics, ensuring that they make good and sometimes outstanding progress.
- The very small numbers of pupils new to learning English achieve well as a result of effective bilingual support for them and their families.
- The progress of more-able pupils is good but their potential to make more accelerated progress is sometimes not met because tasks in lessons do not consistently challenge them in their learning.
- Although there are pockets of good and outstanding practice, opportunities for pupils to utilise their improved writing skills across all subjects in the curriculum are underdeveloped.

The quality of teaching is good

- The quality of teaching has improved since the previous inspection and is now good overall with secure examples of outstanding practice. A minority of teaching requires improvement because in these lessons progress for pupils, particularly the most able, is not yet accelerated enough to get them to the higher levels.
- A rich and vibrant curriculum ensures that teachers plan for activities which will engage and enthuse pupils.
- Most lessons proceed at a brisk and purposeful pace and the closing question and answer session provides teachers and pupils with the opportunity to assess their learning. In a minority of lessons, no reference is made to the lesson objective so it is unclear as to which pupils have achieved the intended outcome by the end of the lesson.
- Teaching assistants and their groups are totally involved in the lessons so that all are integrated in the learning, ensuring that they fully participate in the exciting learning opportunities of their peers.
- Good quality learning resources, for example, engaging animations through the electronic whiteboards, attract the pupils' interest from the beginning.
- Teachers use probing questions to check pupils' learning and pupils are encouraged to formulate their own questions to check on how well they think that their classmates are doing.
- Not all marking guides pupils to the next levels and even though some have targets they do not always receive enough guidance in their marking as to how to improve further.
- As a result of consistently well taught letters and sounds, pupils develop reading skills well and pupils attained results in the recent letters and sounds test which were close to the national average.

The behaviour and safety of pupils are good

- Attendance is now above average and demonstrates improvement over time as a result of a concerted effort by the school to engage with parents of pupils who were persistently absent.
- The majority of pupils show respect for one another, are polite and show good manners. Pupils often praise the efforts of others, for example when spontaneously applauding the efforts of staff and their peers in an assembly showcasing their individual talents.
- Pupils understand about how to keep safe and know about different types of bullying or unkindness and are secure in the fact that adults will always be there should they need one.
- Most pupils demonstrate good levels of independence in managing their own behaviour as a result of a successful positive behaviour initiative consistently implemented by all staff.
- Testament to the good behaviour of pupils are the lively and good-fun playtimes which take place in the confined playground with plenty of good quality organised activities to ensure they are safe and enjoy their break.

The leadership and management are good

- The vision and drive of the headteacher have steered the school successfully to making significant improvement since the last inspection. She has been ably supported by a knowledgeable and professional leadership team.
- The role of senior leaders and curriculum areas has been enhanced through good support from the local authority. For example, the recently-appointed coordinator for special educational needs was guided by local authority staff to identify more accurately those pupils who required additional support in school. As a result, the proportion of pupils requiring extra support has been halved and levels of achievement have risen because support is specifically targeted where the need is greatest.
- The strength of the leadership team, coupled with increasingly efficient middle managers, ensures that the school is strongly placed to improve further.
- The school's own questionnaire and inspectors' discussion with parents during the inspection indicates a high level of satisfaction with the school. The school's work with certain groups has greatly improved attendance which is now above average.
- A rigorous programme of performance management for all staff, linked to pupils' progress, lesson observations and work scrutiny, enables senior leaders to target individual staff who may require professional development. Equally, it accurately identifies the outstanding classroom practice which can be shared amongst the staff. The school recognises the need to extend this rigour throughout the Early Years Foundation Stage.
- Pupils are provided with many exciting opportunities to explore their learning through a vibrant curriculum rich in musical, literary and artistic experiences.
- The procedures for keeping pupils safe are robust and meet the current requirements.
- Partnerships with the local university Initial Teacher Training programme provide good quality opportunities for staff development and for visitors to the school.
- **The governance of the school:**
 - The governing body is well informed about pupils' achievement and holds the school to good account, ensuring that the headteacher meets challenging targets which have clearly brought about the necessary improvements.
 - The governing body has yet to deploy all governors to monitor the work of the school in a more detailed and systematic way, so as to ensure even stronger leadership and management.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	121319
Local authority	North Yorkshire
Inspection number	406017

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

Type of school	Infant
School category	Community
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	348
Appropriate authority	The governing body
Chair	Mr Shaun Marshall
Headteacher	Mrs Anne Swift
Date of previous school inspection	22 September 2010
Telephone number	01723 372566
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