

Glebe Infants' School

Glebe Way, Newent, Gloucestershire, GL18 1BL□

Inspection dates

27–28 February 2013

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		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils behave extremely well, they love coming to school and talking about their learning and the progress they have made.
- Pupils' achievement is good across the school because pupils are well taught.
- Attainment in reading and mathematics has been steadily rising and is average at the end of Year 2.
- Teaching is consistently good. There are some examples of outstanding practice, but not sufficient for teaching to be outstanding overall.
- Teachers' oral and written feedback is very effective in helping pupils know how well they have done and what must be improved.
- There are many opportunities throughout the day for pupils to reflect on their work and also about their place in the world.
- Leaders and managers have been highly effective in improving the quality of teaching. This has resulted in steadily improving progress for all pupils, particularly in reading and mathematics.
- The governing body have been successful in securing the federation of the two schools and identifying strengths in leadership to benefit both schools.
- Pupils feel very safe in school and this was endorsed by parents.
- Parents also told the inspector how their children love coming to school and how they feel that they are kept very well informed about their child's progress.

It is not yet an outstanding school because

- Writing standards are not consistently in line with the national average. There is not a consistent rising trend and progress is variable across the school.

Information about this inspection

- The inspector observed 12 lessons and part lessons and saw seven members of staff teaching and working with the pupils. She was accompanied by the deputy headteacher to two of the lessons.
- Meetings were held with staff, members of the governing body, a representative of the local authority and with pupils from Year 2. The inspector also took account of the 17 responses to the staff questionnaire.
- The inspector heard pupils read from Year 1.
- The inspector observed the work of the school and looked at the school's development plans, minutes of the governing body, records of pupils' progress and work in pupils' books.
- The inspector took account of the 28 responses to the on-line questionnaire (Parent View) and held informal discussions with parents at the start of the day.

Inspection team

Jenny Batelen, Lead inspector

Additional Inspector

Full report

Information about this school

- This is smaller-than-average-size infant school with four classes.
- Children in the Early Years Foundation Stage are taught in two classes which have mixed Reception and Year 1 children.
- All Year 1 pupils are in mixed-year classes, the majority of Year 2 pupils are in a single-year class.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average.
- The proportion of disabled pupils and those who have special educational needs supported through school action plus or with a statement of special educational needs is below average. These include pupils with speech and language difficulties. There are currently no pupils with a statement of special educational needs.
- The large majority of pupils come from White British backgrounds with a small proportion from a range of other ethnic backgrounds, including any other White background.
- A very small proportion of pupils speak English as an additional language.
- The proportion of pupils for whom the school receives the pupil premium is below the national average. The pupil premium is additional government funding for pupils known to be eligible for free school meals, children who are looked after by the authority and the children of service families. There are currently no children who are looked after by the authority or children of service families at the school.
- The school has been federated with the neighbouring junior school since May 2011, forming the Federation of Newent Schools. Middle and senior leaders have responsibilities across both schools. The headteacher is the executive headteacher of both schools, along with a single governing body.

What does the school need to do to improve further?

- Raise achievement in writing, by:
 - creating more writing opportunities linked to the topics being studied
 - ensuring consistency in standards of writing across all subjects.

Inspection judgements

The achievement of pupils is good

- Children start in the Early Years Foundation Stage with skill levels below those expected for their age, especially in reading, calculating and behaviour and self-control.
- All pupils, including the small proportion from a range of backgrounds and who speak English as an additional language, make good progress throughout the school, particularly in reading and mathematics.
- Skilled phonics (sounds that letters make) teaching has ensured that pupils are confident to read and decode unfamiliar words. In the Year 1 phonics screening check, pupils exceeded the national average. Pupils told the inspector how much they enjoy reading.
- Frequent class circle times ensure that pupils develop good communication skills as they speak and listen carefully to each other.
- Disabled pupils and those who have special educational needs are clearly identified and their needs assessed. Using the strategy being implemented in the junior school, teachers set targets, in consultation with parents, to address pupils' particular difficulties. This process enables pupils to make good, and sometimes excellent, progress, especially in Year 2, where the school has evidence of exceptional progress in mathematics and writing, so that they catch up with their peers. Targeted support in class and also through small group and one-to-one sessions is particularly effective in helping these pupils.
- Pupils eligible for the pupil premium make good progress in line with their peers in reading, writing and mathematics. The extra funding is used to provide additional adult support, particularly through small-group activities and also resources, such as reading books that support pupils' developing phonic skills. Consequently, although these pupils' attainment is lower than for other pupils, their average point scores show that the gaps in reading, writing and mathematics are narrowing compared with other pupils nationally.
- Parents are welcome to join in some sessions in the Early Years Foundation Stage and work alongside their children and understand what they are learning. This is particularly helpful for children who speak little or no English so that they make good progress in acquiring the basic literacy skills to be able to access the full range of learning opportunities.

The quality of teaching is good

- Lessons are structured well so that what pupils have learnt previously is developed and extended effectively. Pre-learning tasks at the beginning of each week help pupils and teachers to know what they can do and to be able to celebrate their progress when the post-learning task is successfully completed at the end of the week. Pupils in Year 2 were very clear about what they knew at the beginning of the week about telling the time, what they had learnt so far and what they wanted to learn by the end of the week.
- Teachers give good oral and written feedback in all subjects. Pupils know that green marking means they have met the success criteria for the task and that amber gives them a challenge to improve their work. They make the most of the opportunities they have to make these improvements.
- Teachers have high expectations. They set tasks that challenge pupils at the level they are working and enable them to meet the targets they are working to. Pupils know their targets and agree with their teachers when they have met them and what their new targets will be. Parents told the inspector how pupils share these targets at home and how well they have done that day.
- Throughout the school, pupils often take responsibility for their own learning as they have opportunities to read the 'steps to success' and tackle the task without adult support.
- Teachers make strong links in the learning across different subjects. Years 1 and 2 pupils created imaginative music inspired by a photograph of a volcano and also learnt to improve their

writing about volcanoes linked to the school theme of 'Our Wonderful World'. There are increasing opportunities for pupils to write to themes linked to the topic they are currently studying. The school recognises the need to provide more such opportunities and to ensure that all written work meets the high standards expected in an English lesson.

- The vibrant environment in the Early Years Foundation Stage means that children have plenty of opportunities to be independent and learn through exploring, both inside and outside the classroom. There is a good balance of adult-led activities and those chosen by children themselves, often linked to the topic being studied. Children enthusiastically found the resources and made binoculars to study the gardens and jungle. Children outside bought and sold items from the 'garden centre'. Adults develop children's thinking with skilled questioning.
- A wide range of small-group, focused activities take place every day. These help pupils make progress in particular areas of learning they find difficult. Skilled teaching assistants lead these effectively and pupils make good progress as was clearly shown in the maths club when pupils used hand-held computers to improve their basic mathematics skills. They were very keen to improve and reach the next level.

The behaviour and safety of pupils are outstanding

- Pupils behave exceptionally well. They form strong and trusting relationships with all staff and, as a result, they feel very safe.
- The good teaching means that pupils thoroughly enjoy their lessons and are fully engaged in their learning and there is no disruption. They are very keen to show their books and talk about the work and activities they have done. Pupils make an exceptional contribution to their own learning.
- Pupils play extremely well together, sharing equipment and space at playtime. They think they behave well, but are very clear about what happens if you are 'naughty'. They said that this is very rare and that there is no bullying of any kind. School records support this view and parents spoken to agree that behaviour is excellent and that their children are safe.
- Children in the Early Years Foundation Stage play very well together and share resources. They learn excellent manners, as demonstrated when one child waited for a 'please' from her friend who was 'buying' flowers from the garden centre shop.
- Pupils feel safe. They say that school helps them know how to keep themselves safe, for instance when going out of school on a trip. Movement around the school and playground demonstrated their understanding of how to be safe with each other.
- Pupils say they have no concerns about using modern technology as the school ensures that they are safe.
- Attendance is above average and encouraged by first-day telephone calls and the pastoral support worker who works with families who may find this difficult.

The leadership and management are good

- The strong leadership of the headteacher and deputy headteacher has ensured that the school has continued to make marked improvements. Consequently, it has improved from satisfactory to good during the time since the previous inspection.
- The clear commitment from all leaders to ensure that pupils make the best progress they can and the rising trend of attainment in mathematics and reading demonstrate the school is well placed to improve further. The effective system for checking pupils' progress ensures that there is equality of opportunity and no discrimination against any group or individual.
- Leadership from the school has been shared across both schools. English and mathematics leaders have developed their skills to lead in the junior school also. The introduction of a strategy to improve progress for underachieving pupils in the junior school has been

implemented in the infant school also and so improved the planning for disabled pupils and those who have special educational needs.

- Teachers are very clear about how to improve their practice and they value the support they are given to do this. They understand that they are accountable for the progress pupils make and that there is no automatic progression up the pay scale.
- A range of exciting and memorable experiences, including visits and visitors, enhance pupils' understanding of the topic the pupils are learning about and ensure they understand the key facts in each subject. The pupils spoke of how they enjoy these and also the range of clubs that the school offers. Leaders know that there is the need to check that opportunities to write across a range of subjects are checked on more carefully.
- Throughout the school day pupils have the chance to develop their spiritual, moral, social and cultural understanding. Pupils sing well, both in class, assemblies and the choir. The links with an orphanage in Kenya help develop their understanding of the world-wide community.
- The local authority provides light touch support to this good school.

■ **The governance of the school:**

- The governing body has a clear vision and commitment to the school and the local area. The governors are skilled and knowledgeable about the strengths and areas to develop in the school. They ask searching questions of school leaders to ensure that they understand how well pupils are doing compared with national averages. Governors understand and carefully check the process of setting targets for teachers and make sure that increases in pay and promotion are justified by pupils' progress and achievement. This means that they have a very good understanding about the quality of teaching in the school. Governors have processes in place to analyse how pupil premium funding is used effectively to benefit targeted pupils. They ensure that the school is in a good financial position and that child protection procedures are exemplary.
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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	115741
Local authority	Gloucestershire
Inspection number	405599

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	Aidan Dowle
Headteacher	Lin Griffiths
Date of previous school inspection	10–11 February 2011
Telephone number	01531 820700
Fax number	01531 821439
Email address	admin@glebe.gloucs.sch.uk

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