

Glebe Primary School

Sussex Road, Ickenham, Uxbridge, Middlesex, UB10 8PH

Inspection dates 11–12 June 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Outstanding	1

Summary of key findings for parents and pupils

This is a good school.

- Strong leadership from the headteacher and other leaders and governors have enabled the school to secure good teaching and achievement for pupils.
- Teaching is typically good. Teachers have strong subject knowledge which they use effectively to ask questions to check pupils' understanding.
- Teachers have high expectations. They plan interesting activities that help pupils develop good attitudes to learning.
- Children get off to an excellent start in the early years because activities are planned effectively to develop their enthusiasm for learning. They are well prepared for Year 1.
- Pupils are good at reading and enjoy a wide range of different books and authors.
- Pupils make good progress. By the end of Year 6, pupils reach above average levels in national assessments in reading, writing and mathematics.
- Pupils who have hearing impairments make good progress from their starting points because they experience the same high quality teaching with their classmates.
- Pupils enjoy school. High levels of respect exist between pupils and adults. Relationships between staff and pupils are warm and supportive.
- Behaviour is good in lessons and around the school. Pupils work hard and cooperate very well with each other.
- The school's strong provision for pupils' spiritual, moral, social and cultural development underpins the high level of mutual respect and excellent relationships that exist between all adults and pupils.
- The school's work to keep pupils safe and secure is outstanding. Safeguarding procedures are rigorous, ensuring children are well looked after. Pupils say they feel very safe. Parents and carers strongly agree.
- Governors are highly effective. They are well informed about the quality of teaching and pupils' achievement and are highly committed to improve the school further.
- Leaders know what to do to make the school even better.

It is not yet an outstanding school because:

- Pupils in the middle years at the school do not achieve as well as the pupils in the early years or in Year 6 in mathematics, reading or writing.
- Disabled pupils and those with special educational needs do not make the same rapid progress as their classmates in school.

Information about this inspection

- Inspectors observed teaching and learning in 31 lessons, of which five were seen jointly with members of the school’s leadership team.
- Inspectors visited a number of assemblies and tutorial sessions. The inspection team also made short visits to lessons during a number of walks through the school to look at pupils’ attitudes to learning and their behaviour.
- Inspectors held meetings with two groups of pupils and talked informally to children during breaks and at lunchtimes.
- Meetings were held with the headteacher, staff, and senior and subject leaders. Inspectors also spoke to members of the governing body and a representative of the local authority.
- Inspectors looked at a number of documents, including the school’s evaluation of its own performance, plans for improvement, policies, and records of pupils’ behaviour and attendance. Inspectors also scrutinised safeguarding documents and a sample of pupils’ books
- They considered 107 responses to the online survey, Parent View, and took the results of a school survey of 166 completed questionnaires into account. Inspectors also noted the 40 responses to the staff questionnaire.

Inspection team

Robert Ridout, Lead inspector

Additional Inspector

Lynne Thorogood

Additional Inspector

Rekha Bhakoo

Additional Inspector

Full report

Information about this school

- Glebe Primary School is much larger than the average-sized primary school.
- Almost two thirds of pupils are from a White British background. The remaining one third are of Asian or Black heritage or from other mixed backgrounds. The proportion of pupils who speak English as an additional language is close to the national average.
- About one in every 20 pupils at the school is eligible for the pupil premium. This is well below the national average. The pupil premium is additional funding for pupils, in this school, who are known to be eligible for free school meals.
- The proportion of disabled pupils and those who have special educational needs is average.
- The school has a dedicated provision for hearing impaired pupils.
- There are a number of breakfast and after-school clubs on site managed by the governing body.
- Children attend Nursery part time and Reception full time.
- The school has undergone a complete rebuild over the last two years and this is now nearing completion.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Key Stage 2.

What does the school need to do to improve further?

- Share best practice within the school to ensure all pupils, especially those who are disabled or have special educational needs or are in the middle years, make rapid progress.

Inspection judgements

The leadership and management are good

- The headteacher provides very good leadership and shows a determined drive to make the school even more effective. He is extremely well supported by his senior leadership team and governors in securing good teaching and pupils' achievement. Together, they are taking appropriate actions to continue the school's journey of improvement.
- The leadership of the provision for pupils with hearing impairments is good. It ensures pupils enjoy positive relationships with their peers and make good progress from their starting points.
- Staff fully support the leadership team's actions to secure further improvement as they implement the new National Curriculum and their preferred approach to assessment. There is a genuine culture of mutual support that permeates throughout the organisation that has benefited the school in sustaining high standards and striving to raise them further.
- Teachers who lead subjects are effective. Regular checks are made on the quality of teaching and the progress pupils. They know what is going well and what can improve. Teachers use their expertise to support colleagues well where necessary.
- The school's evaluation of its own work is accurate and contributes well to the priorities in the school improvement plan.
- Leadership has a rigorous approach to managing teachers' performance so teachers' pay and advancement are linked closely to pupils' achievement. There are detailed support packages to provide good, structured professional development for all staff to ensure teaching is strong.
- Pupil premium funding is used very well to provide additional teaching and effective one-to-one or small-group support for disadvantaged pupils. Eligible children make very good progress and the attainment gap between these pupils and others is narrowing both in the school and nationally.
- The school uses the primary physical education and sports funding well to ensure more pupils take part in physical activities. Governors monitor the effectiveness of this well. Pupils are involved in much of the decision making and enjoy a range of activities including cricket and swimming. As a result, pupils have increased their attendance at extra-curricular sporting clubs and events that promote healthier lifestyles. They say that this has boosted their enjoyment of school, increased participation levels in competitive events and improved the attendance of some.
- The subjects taught are organised to help pupils to see links between different areas of learning. Stimulating activities are provided for pupils to learn together and achieve their potential. A high level of importance is placed on literacy and numeracy. British values are woven throughout to foster the key values of tolerance and mutual respect. A strong provision for pupils' spiritual, moral, social and cultural development underpins these. The wide range of experiences provided by visits and visitors to the school helps bring the learning to life and so develop enthusiastic learners.
- Pupils have a good understanding of the cultural diversity that exists in Britain and are well prepared for life in the modern world. In assemblies, pupils are encouraged to reflect on their differences. They are taught the skills of respecting, celebrating and welcoming the things everyone brings to their community. The school ensures that everyone's rights, as set out by the United Nations Charter, are recognised and respected.
- The school successfully ensures pupils have an equal opportunity to achieve well. Pupils are well prepared for their next stage in their education at the end of their early years and upon leaving the school. There is no discrimination and good relationships are promoted.
- The many responsibilities that pupils take on at school, such as being members of the school council, provide them with further opportunities to learn about democracy and British values. They understand the democracy well and bring their opinions to the notice of, for example, local councillors. They have affected a positive change by lobbying successfully for a road crossing or better measures to ensure their own safety from the local council.
- The local authority supports the school well when asked. It provides external validation of the school's work. The school values the current arrangement.
- Pupils are very well cared for and safeguarding procedures are strictly adhered to by all staff. The school site is secure.
- Discussions with parents, responses to Parent View, and the school's own survey reveal the vast majority of families feel staff at the school engage with them very well. They like the fact the headteacher always greets pupils as they arrive at the start of each day and that he can be approached with any issues they have. They are confident their concerns will be heard and acted upon.
- **The governance of the school:**

- The governing body is highly effective and involved in all aspects of school life. They undertake relevant training to keep their knowledge and skills up to date.
- Governors are positive about the school and regularly visit it to see the pupils' learning at first hand. They support the school well and challenge school leaders in a constructive way. Governors rigorously hold the headteacher and other leaders routinely to account for improving standards.
- Governors know how to interpret the school's checks on pupils' achievements and how their progress compares with that of other pupils in schools nationally. They have a good understanding of the school's strengths and areas in need of development.
- Governors know about the quality of teaching and what is being done to reward good teachers. They have supported the continuing drive to improve teaching and regularly monitor how the performance of teachers and pay awards are linked to pupils' achievement. Governors are aware of the procedures to follow should teachers need support or their underperformance require tackling.
- Governors keep a rigorous check on the school's finances. They talk confidently about how the school spends the pupil premium and the sports funding, and the impact of this on pupils' outcomes.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. It is underpinned by positive relationships with staff and between the pupils themselves. Pupils are courteous, polite and well mannered. In the lunch hall, they were seen to have happy, friendly conversations with each other.
- In lessons, pupils apply themselves well to tasks set. They listen attentively to instructions and respond to questions well. Behaviour is not outstanding as some pupils do not display a thirst for knowledge or drive to reach the highest standards when managing their own learning in non-directed time.
- Pupils conduct themselves well as they move around the school at break and lunchtime. The behaviour of pupils is often exemplary in celebration assemblies, where they listen respectfully to others and applaud each other's achievements.
- Pupils respect others and celebrate each other's differences. Hearing impaired pupils are fully integrated into all classes. One pupil said, 'I like that we all learn together' and posed the idea that 'it would be nice if pupils who had difficulties seeing could join us'.
- Pupils enjoy taking on responsibilities such as the school council. They have been instrumental in shaping their new learning environment and contributed to decisions about the clubs they enjoy.
- In lessons there is very little time lost due to low-level disruption. Pupils say it is rare. Teachers usually only need to give gentle reminders to encourage pupils to concentrate on their work.
- Attendance is improving and is now a marginally above the national average. The school makes immediate checks on pupils who are absent from school and effective actions are taken if there are any concerns about a child's welfare. There has been one fixed-term exclusion this year.

Safety

- The school's work to keep pupils safe and secure is outstanding. Pupils say they feel very safe in school and extremely secure within its community. They know they can approach any adult for help should they need to and will receive a very high level of support from them.
- All staff ensure that the school's detailed child protection procedures are extremely well implemented to help keep pupils very safe. The school's safeguarding arrangements are robust, well monitored and strictly adhered to so that they fully meet statutory requirements.
- Risk assessments for visits and all school activities are comprehensive and routinely updated to minimise the dangers pupils may be exposed to. Pupils are aware of potential dangers as evident by their excellent understanding of how to keep safe during the construction of the new building. They have made some mature and appropriate decisions on matters regarding their own safety both in and outside of school.
- Pupils are very clear about the different types of bullying and how to deal with them. They say that it is very rare 'because we respect each other'. Children agree that teachers are very quick to deal with anyone who is being unkind. They quickly denounce bad language and any discrimination.
- Reminders about e-safety are built into the curriculum to ensure pupils know to keep safe when using computers. They are aware of cyber bullying and understand what actions to take to stay safe online.
- The school further protects pupils through robust systems for reporting concerns about pupils' well-being and thorough the rigorous vetting of staff. Pupils have an excellent understanding of their right to be safe and what impact this has on their learning.
- The overwhelming majority of parents who responded to the school's survey or the online questionnaire, Parent View, and all who spoke to an inspector unreservedly agreed that the school makes sure pupils

behave well and keeps them very safe.

The quality of teaching

is good

- Evidence from the school's own checks on teaching, the results of assessments and the quality of work in pupils' books confirm that teaching is good and is improving further. This has resulted in strong attitudes towards learning and good levels of progress.
- Teachers and other adults create a positive learning climate within the school. Relationships are very strong throughout all classes and pupils are interested and engage in their learning. Teachers in all classes manage pupils' behaviour effectively and encourage and value their efforts.
- Pupils make good progress because they understand what they are expected to learn by the end of a lesson and the steps they need to take to learn successfully. They are encouraged to check for themselves how well they are doing and let the teacher know if they are finding the work too easy or too difficult.
- Teachers have good subject knowledge. They are confident to use their knowledge to ask probing questions to check that pupils understand new learning. They use pupils' responses to decide whether they need to explain in a different way or whether they can challenge further.
- Pupils say that the comments teachers write when they mark their books help them to know how well they have done and what steps they might take next. Sometimes pupils reflect on their own work. On other occasions, pupils will check and comment on the work of classmates to help guide them in their learning. This is most effective when comments give detailed feedback and pupils apply the advice given to their next steps. This accelerates their progress.
- Pupils make good use of the examples of work and the guidance on display in every classroom. These support their good progress in literacy and numeracy and is clearly evident in their workbooks.
- The teaching of phonics (linking letters with the sounds they make) in the early years and Key Stage 1 is good. Children quickly acquire the skills they need to work out unfamiliar words when reading or spelling words they know when writing.
- Pupils enjoy reading and teachers utilise well pupils' interest in books and in using computers to search for information. As a result, the development of pupils' writing and mathematical skills are frequently enhanced by researching non-fiction texts and favourite topics or interests.
- The teaching of writing skills is consistently good. Pupils learn how to punctuate correctly and how to enrich their writing by adding more detail. They often write at length to practise their skills, but teachers do not always capitalise on opportunities to apply pupils' learning across work in other subjects.
- Teachers build pupils' skills and understanding carefully in mathematics. Pupils are given a solid foundation on which to build through the support from adults. The equipment they use and the opportunities they are given encourage pupils to apply their knowledge and solve problems. Pupils can manipulate numbers and carry out investigations with confidence.
- Additional adults play a highly effective role in the school. They are well deployed and offer good support to individuals and groups in lessons. As a result, pupils working with them, including disabled pupils and those who have special educational needs, make progress

The achievement of pupils

is good

- Pupils make good progress in reading, writing and mathematics. Pupils' achievement has risen over the last few years. By the end of 2014, the attainment of pupils in Year 6 was above the national average. Validated school data suggest standards remain high in the current Year 6.
- Children are given an excellent foundation for their education in the early years. They make outstanding progress from starting points that are broadly typical for their age.
- Pupils use their understanding of phonics to work out unfamiliar words when they read. The proportion of pupils who reached the expected standard in the national reading check at the end of Year 1 remains well above the national average.
- In 2012 and 2013, pupils at the end of Year 2 attained levels above the national averages in reading, writing and mathematics. At the end of Key Stage 1 in 2014, standards were broadly average, but pupils currently coming to the end of Year 2 are again on track to make good progress and attain standards above those expected for their age.
- School records, the work in pupils' books and evidence from lesson observations show pupils attain well across the school, but make greatest progress in the early years and in Year 6. As a result, pupils are on course to achieve well in reading, writing and mathematics by the time they leave the school.
- Disadvantaged pupils who receive additional funding often make more rapid progress than other pupils in

the school or their peers nationally. All disadvantaged pupils in Year 6 who left the school in 2014 made at least expected progress in reading, writing and mathematics. A high proportion made more than expected progress in all three aspects of their learning. As a result, the gap between their attainment and that of their classmates in school has approximately halved for reading, writing and mathematics. In 2014, disadvantaged pupils were about one term behind their peers in reading, writing and mathematics. They were half a term ahead compared with other pupils nationally in mathematics and about half a term behind in both reading and writing. These gaps have narrowed over time.

- Information on current Year 6 pupils indicates that the gap will close completely in all subjects in 2015. This is because of the faster rate of progress that these pupils now make in all year groups.
- The most able pupils are particularly confident learners and achieve well above the national average for mathematics, reading and writing. By the end of Year 6 a higher proportion of these pupils at the school attain the highest levels than nationally.
- Although a very small proportion, pupils with hearing impairments make good progress. This is because they are always taught with their classmates and their needs are well met through carefully planned learning and support opportunities.
- Pupils who start to fall behind are spotted quickly by teachers. They receive support that helps them catch up quickly. Disabled pupils and those who have special educational needs often have special plans which help to support them both at home and in school. This partnership approach helps them to achieve as well as similar pupils nationally, but they still do not yet make as rapid progress as their peers in the school.

The early years provision

is outstanding

- Children join the Reception Year with skills and abilities that are broadly typical for their age. They make exceptional progress because of outstanding provision. By the end of the Reception Year, the proportion of children reaching a good level of development is well above the national average.
- The leadership of the early years is outstanding. Leaders ensure that staff in the Nursery and Reception classes work effectively with others to present consistently outstanding, caring role models to children.
- Staff are extremely thorough in safeguarding the children. A very safe, secure, caring and warm welcome awaits both children and parents every day. Adults work very supportively with parents to ensure that children's social and emotional needs are developed as effectively as their communication and numerical skills. This leads to children who feel very safe, behave extremely well and have excellent attitudes to learning.
- Children quickly become confident in their surroundings because of the well-established routines and the supportive relationships they enjoy with staff. Children clearly enjoy their learning with others in all the early years classes and make rapid progress in developing their communication, language and literacy skills.
- Teachers and teaching assistants are very familiar with the interests and learning needs of their children. This is because the routine checks adults do on each child's learning are thorough and very secure. The information gathered in this way is used well to plan the next steps in their learning. The process makes a very positive contribution to children's rapid rate of progress.
- Children's work is collected and beautifully presented in a variety of ways including every child's learning journal which is an outstanding record of their successes in their first year at the school. Parents are asked to contribute and are rightly proud of their children's outstanding achievements.
- Teaching is outstanding. Carefully planned activities provide stimulating, exciting and appropriate learning opportunities across all aspects of learning. Photographs celebrate success and staff routinely use praise very effectively to keep children engaged in their learning.
- Children learn quickly when supervised or working on a project of their choosing. Outstanding learning is the norm. Staff quickly and consistently support children when they show signs of disengagement from their learning and move them on to new activities to secure their continued excellent progress.
- Outstanding provision in the early years and the children's significant enthusiasm and ability to sustain effective learning gives them an excellent foundation before going on into Year 1.

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	102380
Local authority	Hillingdon
Inspection number	448239

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	469
Appropriate authority	The governing body
Chair	John Buckingham
Headteacher	Nick Alford
Date of previous school inspection	16 June 2010
Telephone number	01895 671951
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