



Glade Hill Primary School

Inspection Report

Unique Reference Number 122561
Local Authority CITY OF NOTTINGHAM
Inspection number 292440
Inspection dates 13–14 February 2007
Reporting inspector Michael Miller

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

Type of school	Primary	School address	Chippenham Road
School category	Community		Nottingham
Age range of pupils	3–11		Nottinghamshire NG5 5TA
Gender of pupils	Mixed	Telephone number	0115 9150298
Number on roll (school)	208	Fax number	0115 9150565
Appropriate authority	The governing body	Chair	Mrs Helen Hicks
		Headteacher	Mr Graham Connolly
Date of previous school inspection	12 November 2001		

Age group 3–11	Inspection dates 13–14 February 2007	Inspection number 292440
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Glade Hill Primary School is an average sized school situated on the northern outskirts of the City of Nottingham serving the Bestwood Park community. Children enter the Foundation Stage with overall well below expected attainment. The majority of pupils are of White British heritage, and a below average percentage speaks English as an additional language. The proportion of pupils claiming free school meals is above average. An average percentage of pupils have learning difficulties or disabilities, but none currently have a statement of special educational need.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Glade Hill Primary School is a good school. It uses its resources well, giving good value for money. Pupils achieve well and make good progress overall, from well below expectations on entry to the Foundation Stage, to attain broadly average standards by the end of Year 6. There has been satisfactory improvement overall since the last inspection and there is sound capacity for further improvement. Provision is good in the Foundation Stage and for those pupils with learning difficulties or disabilities. However, a key priority is improving standards by Years 2 and 6, particularly in literacy, and especially for potentially higher attaining pupils. Accuracy in the monitoring of pupils' progress has been complicated, until recently, by weaknesses identified at the last inspection. These involved teachers' assessments and their understanding of National Curriculum levels. However, by 2005, governors were able to report to parents that improvement in this area had been satisfactorily achieved. School data and tracking now show more rigour and accuracy in monitoring pupils' progress, and in target setting. However, the monitoring of the quality of lessons is not yet sharp enough in its evaluation of pupils' learning.

A major factor in the school's increasing success is its promotion of the pupils' personal development. Pupils have a wide range of often complex personal and social as well as educational needs. The school places a high priority on promoting social skills and moral understanding. Consequently, pupils' behaviour and attitudes to learning are good. Pupils have an active voice in school life, and value the school well for both work and play. The school has a safe and friendly atmosphere. Pupils are cared for well and valued. The academic support they receive is satisfactory, but marking is inconsistent and is a current school priority for improvement. Healthy lifestyles are promoted well, and the standards pupils achieve in key skills helps to prepare them satisfactorily for their future lives and personal skills.

The curriculum promotes learning well. There are some exciting initiatives where themes and topics are making effective links between subjects. This is making learning increasingly more meaningful for the pupils. Teachers talk enthusiastically about curriculum initiatives, but know that further development is required to take full advantage of the current review of National Strategies. Through such initiatives, good teaching is increasingly underpinning good learning. Assessment is being used well as a tool for raising achievement. Questioning techniques are used skilfully in challenging and involving pupils and helping them think through problems or investigations.

The headteacher, leadership and management team and governors, manage the school well and demonstrate effective leadership. Together they have a good understanding of the school's strengths and areas for improvement. Staff are keen to promote home-school links in support of learning and to work in partnership with parents to help raise standards, particularly in the early years. The school shows significant resilience, and its philosophy of never giving up is no idle boast. As one parent wrote, 'The school both encourages and stretches pupils, whilst keeping them happy and eager to learn more.'

What the school should do to improve further

- Raise standards by Years 2 and 6, particularly by improving marking and target setting, and building on the strategies the school is developing to monitor and support more closely the pupils' progress.
- Sharpen the evaluations of learning being made through lesson observations to identify and support more clearly the ways in which pupils are achieving.
- Embed strategies to improve the achievement of potentially higher attaining and gifted or talented pupils, to provide them with increased challenge, and to improve further their attainment and aspirations.

Achievement and standards

Grade: 2

Standards are average and achievement is good overall. Children enter the Foundation Stage with standards well below expectations. However, they make good progress, particularly in their personal development, although standards at the end of the Foundation Stage are below expectations. This is because children still have weaknesses in their communication, literacy, emotional development, and some areas of mathematical development. Most pupils still require additional support during Year 1, and there is a period of consolidation throughout Key Stage 1. Standards remain below average by the end of Year 2, but achievement is broadly satisfactory. Standards are close to average in numeracy but weaker in literacy. Progress between Years 2 and 6 has been variable. In 2006, standards were broadly average and progress from Year 2 satisfactory. The progress made by pupils with learning difficulties or disabilities, and those with English as an additional language, was satisfactory. However, achievement has been improving steadily. Inspection evidence, and school tracking, shows all groups of pupils are now making good progress, with an improving percentage achieving expected levels by Year 6.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural development is good. Personal development is supported well by a strong school ethos. Pupils behave well and develop good attitudes to learning because teachers' expectations are clear. Pupils know how to deal with any possible unacceptable behaviour. They feel able to talk with staff and the peer mediators when experiencing difficulties. Attendance is satisfactory. Pupils understand the importance of, and put into practice, healthy lifestyles. Many are keen to take up the sporting and other opportunities offered. The school council represents well the views of others, extends pupils' decision making skills and contributes effectively to school improvement. Pupils make good contributions to the wider community by raising funds for charities and performing for local community groups. Pupils develop good social skills which prepare them well for their next stage of education. Pupils' basic skills such as in literacy and numeracy prepare them satisfactorily for their future economic well-being.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good because lessons build systematically on previous learning. Pupils respond well to challenges and find learning fun. These are major strengths which help pupils enjoy their time in school. Working relationships between staff and pupils are particularly good. Teachers usually use their knowledge of pupils well to set suitably challenging work. However, in some cases, activities are insufficiently challenging for the more able pupils, and the pace of their learning slows. Consequently, such pupils do not make the progress of which they are capable. Teaching assistants give effective support to those pupils who find learning difficult. Teachers are particularly good at asking questions which develop pupils' thinking. Pupils are encouraged to explain how they worked out an answer or developed their ideas. Teachers place good emphasis on motivating pupils and showing them how to improve, but this is not consistently reflected in the marking of pupils' work.

Curriculum and other activities

Grade: 2

The curriculum is good, planned well, and reviewed regularly to ensure it meets the pupils' needs. Curriculum development, innovation and risk taking are talked about with enthusiasm. Teachers respond actively to change, but are awaiting training and advice to ensure the best possible response to current national strategy initiatives. They have worked very hard on recent themed days, weeks and more extended projects. Pupils are advantaged well by these, and enjoy the enrichment and enhancement opportunities provided to help them learn. The additional needs of pupils entering the Foundation Stage are understood and supported well. There is sound promotion of key life skills such as literacy and numeracy. The planned use of information and communications technology across subjects is developing well. There is a good range of extra-curricular activities, sports and clubs. Pupils benefit well from these, particularly in their personal, social and health development.

Care, guidance and support

Grade: 2

Pupils feel secure because of the good care and support provided. Child protection and health and safety procedures are robust. Pupils with learning difficulties or disabilities are identified at an early stage and effective help and advice is given by teachers and teaching assistants. Pupils from minority ethnic groups, and those who speak English as an additional language, are integrated well into school life. Staff are trained well to identify potentially vulnerable pupils. Good links with other agencies ensure such pupils are monitored closely and their specific needs met. There is particularly good support for pupils who experience social and emotional difficulties. Overall, the school's strong supportive ethos encourages pupils to do their best. Parents

are positive about what the school offers their children and benefit from the support they too receive. Developing systems for guiding pupils' learning are enhancing their progress. However, pupils are not always clear about their targets or how to improve their work.

Leadership and management

Grade: 2

The headteacher, governors and leadership team are active in driving school improvement and are leading and managing the school well. The governing body fulfils its role well, and has developed a positive partnership with the school. Targets are realistic and show an informed understanding of the pupils and their abilities. Improving strategies are now starting to help potentially higher attaining pupils. Monitoring and evaluation are satisfactory overall. Self-evaluation is conscientious, and often undertaken in some considerable depth. In this, there has been positive response to weaknesses identified at the time of the previous inspection such as in assessing pupils' progress. However, occasionally key evaluation points can get lost in the detail. The monitoring of lessons currently shows a greater focus on teaching than on learning. The headteacher and staff take very seriously the implementation of initiatives to support the pupils' personal as well as academic development. The school works closely with the local authority, and other improvement partners and schools, to ensure pupils get a fair deal.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

15 February 2007

Dear Pupils

Glade Hill Primary School, Chippenham Road, Nottingham, Nottinghamshire, NG5 5TA.

We would like to thank you all for welcoming us during the inspection. We very much enjoyed meeting and talking with you. We think yours is a good school.

These are the things we found are best about your school

- We appreciated your friendliness, and the active part you play in school life.
- You behave well, look after each other, and work together sensibly.
- The teaching you receive is good, and you have fun in learning.
- You like challenges, and enjoy the range of activities provided for you.
- Teachers look after you well, and you support each other well in both work and play.
- Your teachers are determined to continue to help you to improve.

What we have asked your school to do now

- Help you to improve further your skills and learning in English, mathematics and science through the ways your teachers mark your work, check your progress and set each of you targets for improvement.
- For your teachers to explore more closely the ways in which you learn. We are supporting and encouraging them in this to help you make even better progress.
- Help those of you who have particular gifts or talents by giving you increasing challenges in your work, to help you to achieve even better.

You too can help by continuing to work hard, and supporting each other and your teachers.

With all best wishes for the future

Michael Miller

Lead Inspector

Ruth Frith

Team Inspector