

Glade Hill Primary School

Inspection report

Unique Reference Number	122561
Local Authority	Nottingham City
Inspection number	340171
Inspection dates	19–20 April 2010
Reporting inspector	Christopher Parker

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	206
Appropriate authority	The governing body
Chair	Mrs Helen Hicks
Headteacher	Mr Grahame Connolly
Date of previous school inspection	13 February 2007
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Introduction

This inspection was carried out by three additional inspectors. Fourteen lessons, taught by seven teachers, were observed. Meetings were held with pupils, the headteacher and senior leaders, teachers, and representatives of the governing body. No formal meeting was held with parents. The inspectors looked at a range of documentation and a sample of the pupils' work. Questionnaire responses from pupils and 47 parents were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the activities intended to improve the teaching of writing for all pupils, and their impact on pupils' progress
- the provision for pupils with special educational needs and/or disabilities to ensure that they make good progress
- the steps taken to improve attendance.

Information about the school

This is an average size primary school. A higher proportion of pupils than average are eligible for free school meals. There are proportionally fewer pupils from minority ethnic groups than in many schools, and very few pupils speak a language other than English. Just over a quarter of the pupils have special educational needs and/or disabilities, which is a higher proportion than is found in most schools. Since the last inspection, two assistant headteachers have been appointed and there have been several changes of teaching staff. The school has National Healthy School Status (Gold) and the Sustainable Schools award (Bronze).

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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. Pupils are achieving well in lessons because leaders and managers, who are robustly held to account by governors, are well focused on maintaining and improving key elements of the school's provision. Training for teachers to extend their subject knowledge, and the introduction of rigorous procedures to assess pupils' progress, are central to the good level of achievement evident in lessons and in the pupils' work.

The school has maintained the many good features of its provision since the last inspection. However, in the intervening period the schools' performance dipped but it has now recovered strongly. Attainment is now broadly average, although standards in writing are weaker than in reading and mathematics. The improvements in teaching and assessment have accelerated pupils' progress in writing, but more remains to be done to extend their vocabulary, enhance their creativity, and improve the organisation of their writing to raise attainment in English further.

Other outcomes for pupils have remained good since the last inspection. The well-organised curriculum provides a wide range of opportunities for pupils. This, together with the good care, guidance and support that they receive, ensures that pupils enjoy school, feel safe, behave well and have a positive attitude towards healthy lifestyles. Strong partnerships and rigorous procedures have helped to reduce absence. The great majority of pupils have good levels of attendance but a few pupils still do not attend regularly.

The school has developed many good partnerships which help to remove barriers for the most vulnerable pupils. These partnerships foster good relationships with parents and provide them with opportunities to develop their skills and knowledge. The school keeps parents well informed and seeks their views on developments. This was the case in a recent drive to improve punctuality, which has significantly improved. Good information for, and partnerships with, parents also contribute to the good start made by children in the Early Years Foundation Stage.

The headteacher and assistant headteachers are leading the school forward at a good pace. The incisive analysis of the school's performance, focused improvement plans, and marked improvement in pupils' progress over the last year illustrates well the school's good capacity to improve further.

What does the school need to do to improve further?

- Raise attainment, particularly in writing, by:

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- sustaining and enhancing developments in assessing pupils' progress, and making full use of the information that teachers collect to accelerate progress
 - providing more opportunities to develop and extend pupils' vocabulary through activities that encourage talking in advance of writing
 - planning more activities that require pupils to write with structure, creativity and accuracy.
- Take all possible steps to reduce the absence rate of the very few pupils who do not attend school regularly.

Outcomes for individuals and groups of pupils**2**

Pupils are achieving well. Steady improvements in the rate of progress over the last few years have accelerated this year because assessment is being used very effectively to pinpoint what the pupils need to learn next. This information is being used well by teachers to plan their lessons. As a result, the vast majority of pupils are gaining new skills and making progress at a good rate. This is evident in lessons and in their work across a range of subjects.

Although pupils' progress is accelerating, attainment in writing remains lower than in reading, mathematics and science. Improvements in the pupils' writing are clearly evident in lessons and in their work. For example, some older pupils demonstrate the ability to use both direct and reported speech accurately; for some, however, weaknesses remain in the way that they structure and organise their writing.

The school's rigorous tracking shows that pupils with special educational needs and/or disabilities are also making good progress in line with their peers. This is evident in lessons, where tasks are well matched to their needs. Similarly, the school's tracking shows that variation in the attainment of boys and girls seen in the results of national test in 2009 were specific to that cohort.

Pupils' attitudes to learning are positive. They say they enjoy the tasks the teachers set them. Pupils behave well, and the very few who have behavioural difficulties respond well to the good support they receive. Pupils make a particularly strong contribution to the school community and rise to the responsibilities they are given. Pupils say they feel safe and express their confidence that issues they raise are dealt with promptly.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
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	2
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	4
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The teaching motivates and interests the pupils. The pupils feel that they are doing well because they are given clear guidance by their teachers about what they need to learn next, in the form of targets and in comments on their work. The assistant headteacher has led training in assessing pupils' progress, and in the teaching of writing, that has generated the consistently strong subject knowledge which underpins the good progress pupils are making in lessons. Teachers use interactive whiteboards well, for example when setting out what pupils are expected to include when telling stories verbally. The teachers also make good links between subjects in a way that creates interesting tasks. This was the case when, in history, pupils were using information and communication technology to locate and listen to the reminiscences of an evacuee and then write in the style of a journalist. Teaching assistants are used well to support those with special educational needs and/or disabilities to be successful in meeting the specific targets set for these pupils in lessons.

Improvements in assessment practice are central to the good progress that pupils are making in lessons. Thorough recording, incisive analysis of pupils' progress, and very detailed plans to plug any gaps in pupils' learning - and to move them quickly to the next stage - are all proving particularly beneficial. These developments are also ensuring that the curriculum is tailored to the needs of the pupils. Extra-curricular learning opportunities are extensive. Many pupils benefit considerably from these opportunities in sport and music.

There is a positive ethos within the school, which results in pupils feeling safe and well cared for. Arrangements for promoting good behaviour and positive relationships are

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successful and are highly valued by many parents. The good care and guidance is particularly evident in the school's support for pupils with special educational needs and/or disabilities. The circumstances of each pupil are very well known to the headteacher, special educational needs coordinator and to the teachers and teaching assistants supporting them. This allows them to work with parents, carers and agencies to good effect. These links have also enabled the school to improve attendance, although the persistent absence of a few remains a concern.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
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?

The headteacher has moulded an ambitious leadership team. Its members are increasingly influential in establishing high expectations of what pupils can achieve. Arrangements to check every pupil's progress are rigorous and the analysis of all the information that the teachers collect is increasingly sharp. The school has a strong commitment to equal opportunities, and the performance of all groups within the school is carefully evaluated. This has helped to close the gap in performance between those who take free school meals and their peers.

Monitoring is varied and rigorous. Records of the monitoring of the quality of teaching, for example, are accurate, and focus on the impact of the teaching on the learning and progress of the pupils. This provides leaders with an insight into where more training is needed to improve the quality of teaching further.

Although attainment in writing remains weaker than in other subjects, considerable improvements in pupils' progress have resulted from the strong and knowledgeable leadership of the assistant headteacher, who is driving developments in this important area.

There is a comprehensive and well-focused improvement plan that clearly outlines the school's priorities. Progress toward reaching the goals within the plan is monitored diligently by the governing body, which also ensures that the school's arrangements for the safety and well-being of pupils are effective.

The school has positive relationships with parents and keeps them well informed through, for example, workshops about assessment procedures. The school prides itself on its partnerships with, and role within, the local community. Those parents involved in courses to improve, for example, the diet and healthy eating of their children greatly appreciate this provision.

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Governors have analysed local community needs; the school's response is good and is evolving positively. Links with another school, which has a high proportion of pupils from diverse ethnic backgrounds, are providing pupils with opportunities to work alongside and understand others. Arrangements to ensure the safety of the pupils are comprehensive. The school carries out checks on all personnel in line with current requirements as part of its recruitment procedures.

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	2
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	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

The children make a good start to school life. They clearly enjoy the activities provided for them and approach them positively and with enthusiasm. The children generally behave well and are familiar with the daily routines. They are making choices about which activities to pursue and many show perseverance to complete them. Relationships between the children and adults are good. Many children start school with skills that are considerably less well developed than expected for their age. The meticulous assessments recorded by the adults show that the children are making good progress and, as a result, many are achieving a secure level of development by the end of the Early Years Foundation Stage, except in those language and literacy skills that underpin writing. Teaching is good and helps the children to make the most of the learning opportunities available to them. They learn effectively in the stimulating and well-ordered classroom. Their knowledge of the world around them is consistently developed by the adults, who constantly encourage and question. Activities flow from indoors to out. The new outdoor area is an excellent resource. The adults develop the children's learning well in the outdoor area, although there is scope to make more

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extensive and effective use of all that this facility offers. The Early Years Foundation Stage benefits from good, knowledgeable and well-focused leadership which places a high priority on the care and welfare of the children.

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

Most parents are very happy with the school's performance and the provision it makes for their children. All of those who responded agreed that the teaching is good. A few parents expressed a concern about security, but inspectors found arrangements to be good. A small minority of parents expressed dissatisfaction about the way in which unacceptable behaviour is dealt with, and with the school's approach to seeking their views. Inspectors found the very large majority of pupils behave well in lessons and that where individual pupils misbehave teachers skilfully and patiently deal with the situation. Inspectors also found strong evidence to show that parents' views are sought and considered. A few parents disagreed that the school is led and managed effectively. Inspectors found governance, and leadership and management, to be good at all levels.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Glade Hill Primary 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 47 completed questionnaires by the end of the on-site inspection. In total, there are 206 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	21	45	23	49	3	6	0	0
The school keeps my child safe	20	43	20	43	6	13	0	0
The school informs me about my child's progress	24	51	22	47	1	2	0	0
My child is making enough progress at this school	19	40	27	57	0	0	0	0
The teaching is good at this school	25	53	22	47	0	0	0	0
The school helps me to support my child's learning	20	43	24	51	2	4	0	0
The school helps my child to have a healthy lifestyle	18	38	26	55	1	2	2	4
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)	16	34	27	57	0	0	0	0
The school meets my child's particular needs	16	34	29	62	0	0	0	0
The school deals effectively with unacceptable behaviour	15	32	22	47	5	11	4	9
The school takes account of my suggestions and concerns	15	32	21	45	6	13	3	6
The school is led and managed effectively	19	40	20	43	3	6	5	11
Overall, I am happy with my child's experience at this school	24	51	20	43	2	4	1	2

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 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	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 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. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

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 pupil's 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.



21 April 2010

Dear Pupils

Inspection of Glade Hill Primary School, Nottingham, NG5 5TA

This letter is to tell you about what we found in the recent inspection, and to thank you for taking the time to talk to me and my colleagues. Yours is a good school. You are able to learn in a very friendly atmosphere where the adults care for you extremely well. You behave well, and work and play together sensibly. The teachers make many lessons interesting and you told us that you enjoy them. You also told us that you find your targets and the teachers' marking helpful because it tells you how you can improve.

You are making good progress in lessons, but standards in writing are not as high as they are in other subjects. We want the school to help you to do even better in writing. We have asked the headteacher and teachers to keep on marking and assessing your work very thoroughly and to plan more activities that allow you develop a wide range of writing skills.

The school provides a good variety of opportunities, both in and after school. Your involvement in many of these activities, and the good care and support that the school provides, are helping you to do well in many aspects of your personal development. You have a clear understanding of the importance of a healthy lifestyle and contribute well to the school community.

The school has good links with your parents and carers. Your parents are kept well informed. There are a very few pupils who do not attend school regularly. We have asked the school to do all it can to make sure that these pupils come to school regularly, because they are missing out on important things that happen at school.

We enjoyed being in your school, and hope that in the future it is even more successful in helping you to do as well as you possibly can.

Yours sincerely

Christopher Parker

Lead inspector

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