

Glade Hill Primary School

Chippenham Road, Bestwood Park, Nottingham, NG5 5TA

Inspection dates

4–5 June 2013

Overall effectiveness	Previous inspection:	Good	2
	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.

- The headteacher has provided strong leadership. Leaders have a secure knowledge of the school and actions are focused on improving the quality of teaching. This is reflected in the good progress and achievement of pupils.
- Teaching is typically good throughout the school and teachers are successful in engaging pupils' interest and helping them to make good progress in their work.
- Standards in writing have improved since the last inspection because of the well-focused actions put in place.
- Governors have a clear understanding of their roles and responsibilities, and hold leaders to account for the quality of education the school provides.
- Leaders regularly observe lessons and check pupils work and progress in order to tell teachers how they can improve.
- Pupils behave well, are polite and courteous and show respect for each other, staff and visitors to the school. Their behaviour is consistently managed and pupils are clear about how to stay safe.

It is not yet an outstanding school because

- On a few occasions, pupils who show that they can do the work are not always moved on quickly enough.
- Although attainment in reading was broadly average in 2012 assessments, it was not as strong as writing and mathematics. The school has identified further opportunities for pupils to apply their reading across the curriculum as an area for development.
- In a small minority of lessons, teachers do not always ensure that pupils, and in particular the more able, are provided with tasks which encourage them to work and work by themselves. Pupils are not always given the opportunity to respond to teachers' marking in order to improve their work.

Information about this inspection

- The inspectors observed 15 lessons and also made a number of shorter visits to classrooms. Four of these lessons were observed jointly with the headteacher.
- Meetings were held with pupils, governors, and the school's staff including senior leaders. The Lead inspector also had a telephone conversation about the school with a representative from the local authority.
- The views of 24 parents and carers who responded to the online questionnaire (Parent View) were taken into account, as well as those gathered through discussions with parents and carers. The inspectors also received and considered the views of 26 staff in their completed questionnaires.
- The inspectors observed the school's work and looked at a number of documents including: the school's self-evaluation and planning for improvement; the information the school keeps on pupils' current progress and achievement; reports on the quality of teaching; teachers' planning and work in pupils' books; records relating to pupils' behaviour and attendance and the school's safeguarding procedures.
- In addition, the inspectors scrutinised pupils' work and listened to pupils reading.
- The inspectors observed morning playtime, lunchtime activities and attended an assembly.

Inspection team

Sarah Somers, Lead inspector

Additional Inspector

Rosemary Barnfield

Additional Inspector

Full report

Information about this school

- The school is smaller than an average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium (which provides additional funding for pupils in local authority care, those known to be eligible for free school meals or from service families) is above average.
- The proportion of disabled pupils and those with special educational needs supported through school action is above average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- All classes are single age.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by:
 - ensuring pupils are quickly moved on to more challenging work once they have demonstrated their understanding of what has been taught
 - giving pupils, and in particular those of higher ability, more demanding, open ended investigations so that they can develop their independent skills and work by themselves.
 - providing regular opportunities for pupils to correct their work and respond to teacher's marking
- Raise attainment in reading by making sure that pupils are given increased opportunities to develop and use their reading skills in a range of subjects.

Inspection judgements

The achievement of pupils

is good

- Most pupils start school with knowledge and skills below those which are typical for their age. Good teaching and additional assistance in all classes have brought pupils' attainment in English and mathematics by the end of Year 6 to average overall, which indicates good achievement for pupils over time.
- Children make good progress in the Early Years Foundation Stage as a result of good teaching. Children settle quickly into the school's routines, enjoy learning and the stimulating range of activities available.
- Younger pupils use their knowledge of letters and the sounds they make to help them recognise new words. In the national phonic screening test at the end of Year 1 in 2012, they met the national expectations.
- In 2012 at the end of Year 6 attainment in English and mathematics was broadly average. The school has raised the profile of writing over the last two years so that pupils are enthusiastic about writing across all areas of the curriculum. Standards in Year 6 assessments in 2012 were higher than the national average in writing and the proportion exceeding the expected progress was above national average.
- Standards in Year 6 assessments in 2012 were higher in writing and mathematics than reading. The school has raised the profile of reading and pupils in the school are now making rapid progress. The school has put actions in place to help pupils to develop and use their reading skills regularly in all subjects.
- The school's well developed tracking systems of individual pupil's progress shows that the proportion of pupils making better than expected progress is increasing. This is particularly noticeable in the improved rate of progress in reading, writing and mathematics of pupils presently in Years 5 and 6.
- Pupil premium funding is used effectively to provide teaching-assistant support and funding for trips and enrichment activities. This is promoting equality of opportunity and average points scores show that gaps have closed in the achievement of pupils known to be eligible for free school meals with the others. In 2012 Year 6 assessments, the attainment of eligible pupils was about a term above other pupils in reading and mathematics, and two terms above in writing.
- Pupils who are disabled who have special educational needs make similar progress to that of their peers. Sensitive, well-organised support from teachers and teaching assistants enables these pupils to gain confidence in their own ability and promotes their learning well.

The quality of teaching

is good

- The headteacher ensures that there is a clear focus on promoting high quality teaching, promoting learning and raising achievement so that all pupils make at least good progress. Teaching is typically good with some that is outstanding.
- Pupils make good progress in lessons because teachers organise a range of activities that

interest pupils. Pupils have opportunities to listen to clear explanations, answer questions and work together. Teachers know what they want their pupils to learn and make their expectations very clear.

- Most teachers give pupils many opportunities to talk with and learn from each other and promote very well their speaking and listening skills as well as their social skills. In these lessons, all groups of pupils work well together in very well-managed pupil discussions. Consequently, they make good progress in their learning.
- Teachers use questions skilfully in order to encourage pupils to think carefully and to assess how much they know. Lively lessons involve pupils answering questions in order to help them to understand. For example, where pupils were undertaking a problem solving activity using triangles, they were able to ask their own questions to test whether the investigation followed the same rule. The teacher's response helped them to answer the question for themselves.
- Teaching assistants make important contributions to pupils' progress, sometimes teaching small groups and providing support for individuals. Good liaison with the class teachers gives assistants a clear understanding of what is expected of them.
- Disabled pupils and those who have special educational needs achieve well. They are monitored carefully and their additional needs are identified promptly and if progress is not as rapid as expected, measures are applied to tackle this such as the range of small group work and individual sessions in reading, writing and mathematics.
- Strengthened assessment and tracking is effective in meeting the needs and abilities of pupils. Work is usually set at the right level for individual pupils and lessons proceed at a good pace and maintain pupils' interest in their learning. On a few occasions, teachers do not always give the most capable pupils problem solving and demanding tasks quickly enough which slows their learning.
- Teachers keep a close eye on pupils while they are working and will often change their plans if pupils are not making enough progress. However, occasionally in a small minority of lessons, there are a few missed opportunities for pupils to move forward in their learning quickly and to work by themselves.

Marking across the school is regular and positive. In the best practice, pupils are informed of what they have done well, what they need to do to further improve, and have opportunities to respond to teachers' comments and to correct their errors. This good practice is, however, not seen in every classroom and, as a result, some pupils do not routinely respond to comments that have been made and, therefore, the opportunity for pupils to improve their work is missed.

The behaviour and safety of pupils are good

- Pupils behave very well when moving around the school. They walk calmly and sensibly in corridors and keep cloakrooms tidy. They are polite and friendly when talking to each other, adults and visitors in the school. A happy atmosphere pervades the school.
- Adults in school are excellent role models and manage the behaviour of pupils well. Relationships among pupils and between pupils and adults are excellent. Pupils live up to their teachers' high expectations of them.
- Pupils' behaviour in lessons is good. They are keen learners and usually show high levels of

concentration, even in the very small number of lessons where the pace of learning dips. Only very occasionally do individuals let their attention wander.

- In the best lessons, pupils relish the opportunity to be responsible for their own learning and undertake independent problem solving activities. Behaviour is not outstanding because these high levels of independence and responsibility are not consistent in all lessons.
- Pupils willingly take on additional responsibilities such as being representatives of the Pupil Voice Council, peer mediators, buddies in the playground and helping with jobs around the school.
- Pupils work well together. They listen to each other's views and know how to take turns. They are treated with respect by all adults and each other. This also helps pupils to support each other with their learning, as was seen in an English lesson where pupils were discussing the features of newspaper reports.
- Pupils confirm that they know how to stay safe in different situations. They say they feel very safe and the school has helped them well to do this, for example through assemblies or by inviting visitors to talk to them. Pupils have a good understanding of the dangers of internet safety and have a good awareness of possible dangers around them.
- A small number of parents who replied to the questionnaire suggested that there may be some sort of bullying but parents who spoke to the inspector did not feel there is an issue with bullying. Pupils have a good understanding of different kinds of bullying and say it is rare in school. When it does happen, they are confident that the school will deal with it effectively.
- Most pupils, parents and staff say that behaviour is good. The school's emphasis on values through the Three Golden Rules helps everyone to feel welcome and secure and makes a positive contribution to pupils' social, moral, spiritual and cultural development.

Attendance has improved since the last inspection and is now broadly average. The school has introduced effective policies and procedures to improve attendance and has employed an attendance officer to work with families. Despite the best efforts of the school, a very small number of pupils are persistently absent.

The leadership and management are good

- The headteacher is a determined and effective leader who is driven by the belief that all pupils should achieve the very best they are capable of while at the same time developing the social skills needed to be active citizens.
- There are systematic checks on the quality of teaching and information on pupils' progress. The ongoing focus on improving the quality of teaching has been successful so that teaching is now securely good, ensuring learning is good.
- The headteacher has created a team spirit and accountability amongst staff. Staff are involved in school improvement and are proud of the strides it has made to improve. They understand what needs to be done to take achievement and quality teaching further forward and are keen to do so as quickly as possible.

- The school's self-evaluation is accurate. Leaders have a good understanding of what the school is doing well, what needs to improve and how that might be achieved. Responsibilities have been delegated effectively. The headteacher has skilfully developed a team of leaders to take on additional leadership responsibilities. This has broadened the experience and knowledge of these teachers and strengthened the capacity of the school to improve further.
- The management of teachers' performance is rigorous and is improving teachers' skills. Staff are held to account for the progress of pupils in their class. Staff training, including good levels of support for new teachers and opportunities for professional development have been effective, particularly in improving the teaching of writing.
- The curriculum is planned well to respond to pupils' interests and to broaden their experiences with lots of opportunities to take part in activities outside the school day, such as the popular residential visits to places such as Newstead Abbey Camp and visits to the local university. The school has identified actions to increase opportunities to develop a range of reading skills across the curriculum.
- Pupil premium funding and resources for disabled pupils and those who have special educational needs are managed extremely well. Pupils known to be eligible for free school meals receive additional support and funds are used to ensure they are able to participate in additional activities, such as clubs and school trips. As a result, all pupils are given every opportunity to succeed.
- The school has close links with a range of partners and works effectively with, for example, The Nottingham Learning Trust and Transform Teaching Alliance to share ideas, training and to help and support one another.
- All parents who responded to Parent View agreed that they would recommend the school to other parents. The family support worker works closely with families and the local community.
- The local authority provides light touch support for this good school which has included training for the new Early Years Foundation Stage curriculum.

■ The governance of the school:

- Governors have a good understanding of the school's strengths and priorities. They are well informed about school performance compared to other schools and receive detailed reports from the headteacher. Governors are kept well informed about the outcomes of staff performance management meetings. Governors know about the quality of teaching and what is done to reward good teaching and tackle any underperformance. They carefully monitor how strategies, such as the use of pupil premium funding that provides additional support for those pupils eligible for this money, are having an impact on raising achievement. Astute management of the school's finances has resulted in the development of a new school library and ICT suite. Child protection and safeguarding arrangements are robust and meet regulatory requirements in full.

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	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. 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.

School details

Unique reference number	122561
Local authority	Nottingham
Inspection number	412265

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	219
Appropriate authority	The governing body
Chair	Helen Hicks
Headteacher	Ms Loretta Sheppard
Date of previous school inspection	19 April 2010
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