

The Glebe Primary School

Inspection report

Unique Reference Number	111550
Local Authority	Stockton-on-Tees
Inspection number	356940
Inspection dates	9–10 June 2011
Reporting inspector	Linda Buller

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	267
Appropriate authority	The governing body
Chair	Mrs Linda Gibson
Headteacher	Mrs Glenda Repton
Date of previous school inspection	15 July 2008
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Introduction

This inspection was carried out by three additional inspectors. They visited 19 lessons and observed 11 teachers. Discussions were held with groups of pupils, governors, staff and partners of the school. Inspectors looked at samples of pupils' work, and a range of documentation was scrutinised including the analysis of the tracking of pupils' progress, school policies and procedures, school leaders' monitoring records, school improvement planning, risk assessments and other documentation relating to the safeguarding of pupils. The questionnaires received from pupils, staff and 44 parents and carers were analysed and considered.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How well the school builds upon the progress made by children in the Early Years Foundation Stage in order to raise pupils' attainment by the end of Year 6.
- The impact of current provision on the progress made by different groups of pupils, particularly when learning to read and write.
- The improvements made by the school since the last inspection in order to determine whether monitoring and evaluation are rigorous and accurate enough to sustain improvement at a good rate.

Information about the school

This is an above average-sized primary school. The vast majority of pupils are of White British heritage. The proportion of pupils with special educational needs and/or disabilities is below average. The proportion of pupils known to be eligible for free school meals is average. The school holds the Healthy School, Eco Green Flag and Full International School awards.

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

The Glebe is a good school. It has improved well since its last inspection and continues to do so. Pupils achieve well academically and personally, because learning is enjoyable and they feel safe in the school's supportive and encouraging atmosphere. Children get a good start to their education in the Early Years Foundation Stage; as a result of outstanding leadership and management, provision is effectively adjusted to meet the changing needs of each individual child. From levels of skills on entry to Nursery, overall below that expected, children settle quickly and make good progress.

Good progress is maintained in Key Stages 1 and 2, resulting in above average attainment. Provision is good. Good relationships between teachers and pupils are well established and effectively encourage pupils' good attitudes to their learning. Good programmes for learning letter sounds and helping pupils develop a wide range of effective vocabulary support attainment in reading and writing well. In mathematics, regular opportunities to put new knowledge into practice, together with good quality support from staff, are raising levels of attainment. However, the school is only partially successful in ensuring that pupils in Year 1 build upon the good start which they make in the Early Years Foundation Stage. In Year 1 the wealth of information regarding pupils' prior attainment is not always used effectively to ensure that expectations of what pupils can achieve are high enough. In a small minority of lessons throughout the school, the pace of learning slows when learning intentions are not sufficiently focussed on the skills required for the subject being taught or when teachers do not recognise quickly enough when pupils are ready to take their next step in learning. These are key reasons why teaching remains good overall and is not yet outstanding.

Rigorous and comprehensive systems of self-evaluation guide the school's work. There is a clear understanding of where weaker aspects remain and effective plans for continuing improvement. The governing body supports the school well; however, they do not yet have systems in place to fully monitor the work of the school. For example, systems to regularly check safeguarding procedures are not yet firmly in place. Very thorough systems for checking on pupils' progress have been developed since the last inspection. These are generally used well to identify where teaching needs to improve further and to provide additional support for pupils when needed. As a result, in the current Year 6 all pupils are on track to reach at least the level expected for their age in all basic skills, with a significant number working beyond this level. These strengths support the school's good capacity to sustain further improvement.

What does the school need to do to improve further?

- Ensure that the improvements made to provision result in pupils' consistently good progress by ensuring all staff have consistently high expectations of what pupils can

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achieve, sharply focussing learning intentions upon the knowledge and skills which pupils need to acquire in the subject being taught.

- Ensure teachers maintain the pace of learning in all lessons by consistently checking throughout lessons how well pupils are doing and fully recognising when they are ready to take their next step in learning.
- Increasing the regularity and rigour with which governors monitor the work of the school, particularly the policies and procedures relating to safeguarding.

Outcomes for individuals and groups of pupils

2

In lessons most pupils try their best, behave well and enjoy learning. In a mathematics lesson, pupils from Years 4, 5 and 6 were seen to maintain concentration and make good progress. Through the teachers' very probing questioning, they were helped to recognise what they already knew and how to use this knowledge to solve problems involving shape and angles. This good progress results in attainment by the end of Year 6 which is above average, with almost all pupils reaching the levels expected for their age and almost 50% of pupils in the current Year 6 working at a higher level. Pupils in Years 1 and 2 were seen enthusiastically developing their knowledge of the sounds in words and how to use this to improve spelling and create interesting sentences. As a result, Year 2 pupils read and write at levels above those normally seen for their age. Work in pupils' books and the school's detailed tracking data all confirm pupils' good achievement. Pupils with special educational needs and/or disabilities receive very well-targeted help and they make equally as good progress as their peers.

Most pupils are kind and respectful to each other, to staff and to visitors. Older pupils willingly take responsibility to help ensure the safety and happiness of younger pupils. When asked what would make the school even better, a younger pupil replied that she would, 'like more classrooms so that the Year 6 pupils did not have to keep leaving'. Pupils talk particularly knowledgeably about how to keep healthy and are clear about how to deal with potentially unsafe situations. Their enjoyment of everything that the school offers is evident in their enthusiasm and willingness to take part. Despite this, a few pupils do not come to school regularly enough, while others take too many holidays in term-time. Consequently, although the attendance of most pupils is good, attendance remains broadly average overall. The school and Eco Councils play an active role in the life of the school and beyond. They are rightly proud of their response to local and global issues where they are keen to make a difference by their actions. Pupils develop good social and interpersonal skills and enjoy working collaboratively. This, together with above average standards in the key skills in English and mathematics, means that they are well prepared for the next stages of their lives.

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These are the grades for pupils' outcomes

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

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

How effective is the provision?

In most lessons, learning intentions are explicit and planning is detailed and clearly demonstrates teachers' depth of knowledge of pupils' differing levels of ability. Tasks and concepts are clearly explained and activities provide effective challenge so that pupils learn at a swift pace. This is not yet fully consistent in all lessons. Occasionally, the pace of learning slows because planning does not focus sharply enough on what pupils are required to learn and pupils are unsure about the purpose of their activities. Teachers generally have an accurate view of pupils varying levels of ability. The information gained from assessing pupils work is not yet, however, used to best effect in all lessons. At these times pupils make satisfactory progress in consolidating prior knowledge but do not make the same good progress made in the most effective lessons.

The school has developed a curriculum which is rich in first-hand and practical experiences. Imaginatively planned themes linking subjects have successfully motivated pupils and have done much to increase their enjoyment and confidence as learners. Through regular monitoring careful consideration has been given to amending the curriculum in order to accelerate the rate of pupils' progress. Extended school links and initiatives such as the Comenius project provide curriculum opportunities which contribute effectively to pupils' good personal development and their increased rates of academic progress.

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Careful monitoring of pupils progress ensures they each receive the care and support the need to make good progress. The school can clearly demonstrate where actions have been taken which have made a significant difference to attendance, behaviour and the self-esteem of individuals. This is especially the case for pupils who may be experiencing difficulties in their life. The school provides good advice and encourages pupils to have high expectations for the future. As a result pupils leave the school as well rounded citizens with the secure basic skills needed to effectively support their next phase of education.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	3
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 senior team and subject leaders have a clear focus on improving attainment and to meet this end they check the school's performance regularly. This provides comprehensive information to ensure accurate self-evaluation and enables leaders and managers at all levels to advance progress by offering constructive advice and training to other staff. As a result the quality of teaching and learning is steadily improving. A climate has been created where everyone is committed to using the information available from monitoring to ensure the individual needs of pupils are met. Through this strategic approach, the school promotes effectively equality of opportunity for all pupils and tackles discrimination well. Consequently, by the time pupils reach the end of Year 6 there is very little difference in the progress made by pupils of different ability, gender or background.

A range of effective partnerships with local schools and organisations support pupils' education and welfare. The school's drive for improvement has been supported by a close partnership with seven other primary schools in the local area in order to share good practice, for example, the provision for those pupils who are gifted or talented. The effectiveness of the governing body is satisfactory. The governing body have completed a self-evaluation and are developing their role in holding the school to account for its performance. They are fully aware of their statutory responsibilities but have not yet put in place regular systems of monitoring. For example, although staff ensure that safeguarding procedures follow all recommended national guidance, the governing body do not regularly check that all policies and procedures are kept fully up to date. The school's contribution to community cohesion is good. Through careful planning, good links have been forged with schools and communities at local, national and international level. The impact of this can be seen in pupils' secure understanding of global diversity.

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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	3
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	3
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

Although children's level of abilities varies when they enter the Early Years Foundation Stage, overall their skills are below those expected for their age, particularly in communication, language and literacy, and some aspects of their personal development. Outstanding leadership and management of the Early Years Foundation Stage ensure that work is very carefully planned and well matched to the needs of the children. It is this excellent leadership which is instrumental in ensuring that as levels of skills on entry to the Nursery have changed, provision has been effectively adjusted. As a result teaching is good and sometimes outstanding, ensuring overall progress is good. The good outcomes seen at the last inspection have been maintained and in some areas of learning improved. For example, children's progress in their personal, social and emotional development and in their mathematical development is often outstanding. Children feel safe in this supportive and caring environment where key workers are highly effective in meeting all welfare requirements. Children have good opportunities to explore, be creative and to work independently. Links with parents and carers are very well developed through the use of excellent 'learning journals' to which staff, parents and carers contribute.

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	1

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Stage	
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Views of parents and carers

A below average proportion of parents and carers responded to the inspection questionnaire. Of those responding the majority expressed their satisfaction with the school. A number of individual comments reflected the high regard with which parents and carers hold the start their children get to their education in the Early Years Foundation Stage. Inspection evidence supports these positive comments. The number of parental criticisms was very few and these were followed up as inspection trails during the visit. For instance, a small minority of parents and carers raised concerns regarding the extent to which the school deals with unacceptable behaviour. Inspectors found, through discussion with a wide range of pupils, through lesson observations and through observation of pupils at break time and lunchtime, that overall pupil behaviour is good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at The Glebe 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 74 completed questionnaires by the end of the on-site inspection. In total, there are 267 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	41	55	29	39	2	3	2	3
The school keeps my child safe	45	61	25	34	4	5	0	0
My school informs me about my child's progress	38	51	27	36	6	8	1	1
My child is making enough progress at this school	36	49	28	38	5	7	3	4
The teaching is good at this school	44	59	24	32	4	5	0	0
The school helps me to support my child's learning	35	47	27	36	6	8	3	4
The school helps my child to have a healthy lifestyle	36	49	33	45	3	4	1	1
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)	24	32	38	51	8	11	0	0
The school meets my child's particular needs	30	41	36	49	4	5	3	4
The school deals effectively with unacceptable behaviour	22	30	35	47	7	9	6	8
The school takes account of my suggestions and concerns	25	34	35	47	7	9	3	4
The school is led and managed effectively	22	30	40	54	6	8	2	3
Overall, I am happy with my child's experience at this school	37	50	25	34	8	11	2	3

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 all 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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



15 June 2011

Dear Pupils

Inspection of The Glebe Primary School, Stockton-on-Tees, TS20 1QY

Thank you very much for the welcome you gave to the inspection team when we visited the school for its recent inspection. We enjoyed talking with you and seeing all that you do. The groups we met with were especially good at explaining what you enjoyed in school. It was good to see how well you work and play together, with those of you in Year 6 taking good care of the younger pupils.

Your school is providing you with a good quality of education. We were pleased to see that there were a lot of improvements since the last inspection. The good teaching you receive enables you to make good progress overall. The standards that you reach are steadily rising so that by the time you leave Year 6 they are above those expected for pupils of that age. You concentrate well and enjoy your lessons and all the activities that are provided for you. In a small number of lessons you do not learn as fast as you could. To help improve this we have asked your teachers to be very clear about what they want you to learn and to carefully check how well you are doing in your lessons so that they can move you on more quickly once you show that you are confident in what you are doing.

The leaders of the school are working hard to make sure you learn well and are safe and secure in school. We have asked the governing body to make sure that they too regularly check that all of the school's systems are kept fully up-to-date.

All of you can play your part in helping your school to continue to improve by attending regularly and continuing to work hard in all of your lessons.

We wish you the very best for the future.

Yours sincerely

Linda Buller

Lead inspector

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