



Glascote Heath Primary School

Inspection Report - Amended

Unique Reference Number 124178
Local Authority Staffordshire
Inspection number 295813
Inspection dates 8–9 November 2006
Reporting inspector Ceri Morgan HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Schools the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary	School address	Silverlink Road
School category	Community		Glascote
Age range of pupils	4–11		Tamworth B77 2EA
Gender of pupils	Mixed	Telephone number	01827 475000
Number on roll (school)	165	Fax number	01827 475001
Appropriate authority	The governing body	Chair	Robin Weaving
		Headteacher	Nicky Poore
Date of previous school inspection	1 March 2005		

Age group	Inspection dates	Inspection number
4–11	8–9 November 2006	295813

Amended Report Addendum

Report amended due to administration error

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Introduction

The inspection was carried out by two of Her Majesty's Inspectors and one Additional Inspector.

Description of the school

Glascote Heath Primary is an average size school that serves a local estate with slightly higher than average levels of deprivation. The proportion of pupils who are entitled to free school meals is above the national average. Although there are a few pupils who come from minority ethnic backgrounds, the majority do not and there are currently very few pupils in the early stages of learning English. There is an above average proportion of pupils who have additional learning difficulties or disabilities. The school has had some considerable changes to staffing in recent years but this has now settled. When the school was inspected in March 2005, it was judged to require special measures.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures. Glascote Heath Primary School has continued to improve since the last monitoring visit and the rate of improvement is increasing. It is providing a satisfactory education overall with some aspects of its work that are good. It also has a good capacity to continue this improvement. There remain some crucial areas that require improvement, but the school are aware of these and have appropriate plans to tackle them.

The school does some things very well. These include the careful monitoring of the pupils' work and the way that pupils' abilities and progress are assessed to set future targets. This has helped considerably to raise standards and ensure that the progress being made, especially between Years 3 and 6, is now good. The pupils' behaviour has improved and is good because of the very effective strategies used by all staff. As a result, pupils now enjoy their education. They are proud of their school. The quality of the school's planning for the future is very good and parents appreciate the work that the school now does. The pupils' personal development is good. The Foundation Stage is a strength of the school; it ensures that pupils get a good start to their education.

However, some areas still require improvement. The pupils' performance at the end of Year 2 in 2006, although improved on previous years, remained low. Not enough pupils achieved the higher levels in mathematics and English, especially writing. There are some continued inconsistencies in the quality of teaching and learning and some of the pupils' basic skills and understanding remain fragile throughout the school. For example, handwriting is often poor and a limited ability to quickly recall number facts is restricting the improvement in the application of number.

Although there is a noticeable increase in the level of challenge in lessons there is still scope for more. Test results do not yet show an improvement in the numbers of pupils reaching the higher levels of which they are capable. The school are aware of these problems and are working hard to rectify them.

The progress the school has made since the last inspection is good overall. The use of information and communication technology (ICT) to enhance teaching has improved considerably and this has helped to ensure an increasing number of lessons are enthusing the pupils. The pupils themselves acknowledge this and rise to the challenge.

The school now completes a very detailed audit of its performance. Governors and staff contribute fully to this process and they are well aware of what now needs to be done.

What the school should do to improve further

- Improve standards of writing, especially extended writing.
- Improve the work of the more able pupils and raise the level of challenge yet further.

- Improve the pupils' progress by the end of Year 2.

Achievement and standards

Grade: 3

Standards achieved by pupils are satisfactory overall and in some areas good, with the exception of writing which remains an area of concern. Notable success was achieved in the 2006 national tests for pupils aged 11; both the standards reached and the progress made by pupils was good. There was also an improvement in the performance of pupils in Year 2, although this was more limited due to the low standards of writing.

When children start school their levels of literacy are slightly below those expected for their age. However, the effective start they are given in their first year helps them make good progress. This progress slows during subsequent years and, as a consequence, is satisfactory overall by the end of Year 2. The emphasis on reading, speaking and listening skills have resulted in improving standards but this has not yet secured improved standards of writing. The picture for older pupils, however, is much more encouraging. Standards and progress are now good in English, mathematics and science. The majority of pupils are now performing at expected levels with an especially strong record in reading.

Pupils with learning difficulties and disabilities make the same satisfactory progress as others because they receive appropriate support.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. Pupils behave well in lessons and around the school because of the positive and consistent approach of all staff. The numerous opportunities that pupils are given to work together contribute very well to their good social skills, and their ability to listen and discuss ideas. The school has successfully promoted consideration towards others, and this builds an eagerness by pupils to contribute to the school and community. For example, the older children volunteer to organise games with the younger children at lunchtime. Pupils have a strong sense of what is right and wrong. Overall, pupils' spiritual, moral, social and cultural development is satisfactory and pupils are increasingly aware of the multicultural world they live in.

Pupils really enjoy their learning and most try hard in lessons, even when activities are difficult or dull. One pupil said, 'I like all the things we do in our lessons, we have activities and it gets us more involved.'

The school has worked hard to improve attendance, including giving rewards to pupils for regular attendance. This has led to improvement so that it is now close to the national average.

All pupils know who to go to if they are hurt and upset. They feel safe and are confident that bullying is dealt with well. The school council is giving pupils a voice within the

school to influence future developments. The members are proud of their achievements, including improving behaviour on the playground through encouraging pupils to play actively to improve their fitness. They have also had a positive impact on increasing the range of healthy food in the canteen.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching continues to improve and is satisfactory, with an increasing proportion of good and sometimes outstanding practice. The strengths are the quality of teachers' planning, the relationships between adults and pupils, good use of resources, especially ICT, and well structured lessons with clear objectives. In most classes pupils evaluate their own work frequently and they do this well. Lessons typically have good pace and opportunities for pupils to work independently. The best lessons use the increased opportunities for speaking and listening well and activities are well matched to pupils' abilities. These changes are rapidly improving the learning of most pupils.

When practice is less effective, lengthy introductory sessions sometimes restrict the amount of time being spent on the main part of the lesson. This reduces the progress being made and is especially problematic when it occurs in writing lessons. The more able pupils are not yet sufficiently challenged in all subjects, although the school is starting to consider ways in which this may improve. Expectations are sometimes too low despite the keenness of some pupils to tackle more difficult work. There is evidence, however, that in some classes this is happening more. For example, in one mathematics lesson, the children were calculating the sum of the angles in a triangle to investigate if it always came to 180 degrees. One pupil explained, 'It is quite tricky but you always get there in the end.'

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. It fulfils statutory requirements and is better meeting the needs of pupils, who also appreciate the wide range of enrichment opportunities on offer. For example, Year 6 pupils like their weekly French lessons. Pupils also enjoy the good range of clubs they can go to which contribute very well to pupils' personal development. Most of Years 5 and 6, and about a third of other pupils, regularly attend a school club. Planning for each subject progressively builds upon pupils' knowledge, skills and understanding. Planning in literacy and numeracy is usually suitably matched to pupils' needs. In mathematics, insufficient consideration is given to developing pupils' basic skills, such as multiplication and division. ICT is better planned across most subjects and has resulted in pupils' skills improving so that they are broadly average.

The curriculum for children in the Foundation Stage is especially good. Planning makes effective use of the broad range of resources available through structured play or more formal sessions and results in children making good progress.

Care, guidance and support

Grade: 3

Overall care, guidance and support are satisfactory. Systems and procedures are fully in place to ensure the safety of pupils. A high priority is given to providing support for pupils who experience social and emotional difficulties through joining the nurture group. This has had a positive impact on many pupils. Close liaison with many external agencies further contributes to providing appropriate support for pupils.

Pupils benefit from the regular opportunities they are given to evaluate their own work in lessons. This is especially effective when pupils write down what they have learnt and what they need to improve. One girl wrote, 'I need to improve my rounding of numbers.' Teachers' marking is still not consistently telling pupils how well they are doing or what to improve. The school has introduced individual targets for pupils in English and mathematics. At present these do not always have as much impact as they could because they are not short and specific enough. Individual education plans for pupils with learning difficulties have useful precise targets that are regularly reviewed.

Leadership and management

Grade: 3

Leadership and management are satisfactory overall, but with some good elements. The strategic planning and high quality monitoring has enabled the school to rediscover a shared sense of purpose. The school's leaders have an accurate and detailed knowledge of strengths and weaknesses and act quickly when required. However, the actions taken so far have resulted in satisfactory, rather than good, pupils' progress by the end of Year 2.

The school is well led by the headteacher. She continues to work tirelessly to improve standards and her contribution to the school's recent improvement is recognised and valued by parents and the wider community. She has managed to secure a balance between sensitive management on a day to day basis and decisive actions when required. The attention to detail and rigour with which she plans for the future is especially impressive. There is no doubt that much of the credit for the school's success is due to her work.

The headteacher is also well supported by other experienced and capable leaders. The newly appointed deputy headteacher leads by example and is developing her role within school. Subject leaders contribute to the overall strength of leadership by effective monitoring of standards in their respective subjects and managing resources well.

The quality of governance has added considerably to recent improvements. The governors now offer an appropriate level of challenge to the school but are very

supportive and contribute to the life of the school by running after school clubs and activities. The school now sets itself challenging targets appropriately.

The development plan is a detailed and thoughtful document and, together with the school's new forward thinking ethos, forms a good platform for the coming years.

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?	3
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

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	3
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?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

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?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
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

You will know that all schools get visits from inspectors from time to time and that we have been coming to see how well the school is doing each term recently.

You have all made us feel very welcome and talked to us about what you think of your school. We would like to thank you for your help during our visits. I am writing to let you know what we have found out.

Your school has improved rapidly in recent times and much of what it now does is good. Your teachers look after you and care for you. They plan good lessons and help you to read and do mathematics well. You all made it very clear to us that you enjoy coming to school and especially like the after school clubs and activities. It is clear that everyone gets on well together and that you all know where to go to get help if it needed.

Some of you also told us that you love a challenge and we agree and have asked your teachers to think about three things to do in the coming months. I have listed these below for you.

- Allow more time in lessons to improve writing.
- Set more challenging activities for those who can do them
- Help some of you in Years 1 and 2 to do even better.

We hope these ideas are helpful and would like to wish you well in the future.

Once again many thanks for all your help and good luck for the future.