

Glebelands School

Parsonage Road, Cranleigh GU6 7AN

Inspection dates 24–25 September 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.

- Students' achievement is good overall. It has improved significantly since 2012 and the most recent examination results show that it has improved for almost all groups of students.
- Most teaching is good or better and, as a result, the majority of students make good progress from their starting points. A relatively high proportion of teaching is outstanding.
- Students' behaviour around the school and in most classes is good. The great majority of students have positive attitudes to learning and enjoy their lessons. They respond well to the encouragement of staff and know the importance of the school's motto 'respect and achieve'.
- The school's senior leaders and governors are totally committed to improving the school. Their passion and determination have brought about significant improvements in achievement, attendance and behaviour.

It is not yet an outstanding school because

- Some teaching requires improvement in order to raise achievement even further.
- A small number of middle leaders are not yet fulfilling their responsibilities adequately.

Information about this inspection

- Inspectors observed 40 lessons, of which three were joint observations with the headteacher and two with each of two assistant headteachers.
- The inspectors talked with students, looked at samples of their work, and listened to a group of Year 8 students read.
- Meetings were also held with teachers, a group of governors, the Chair of the Governing Body, the Headteacher, senior leadership team and the school's middle leaders. A meeting was held with a representative of the local authority to discuss the extent and impact of support provided to the school.
- The inspectors took account of the 181 responses to the online questionnaire (Parent View), 191 responses to the school's own questionnaire to parents and carers in June, four letters from parents and carers, and 41 questionnaires returned by school staff.
- The inspectors observed the work of the school and looked at many documents including the school's website, minutes of governing body meetings, the school's self-evaluation, the school's development plan, performance management documentation, planning documents, monitoring and assessment information, school policies, and records relating to attendance, behaviour and safety.

Inspection team

John Collins, Lead inspector	Additional Inspector
Mary Hoather	Additional Inspector
Noureddin Khassal	Additional Inspector
Gill Walley	Additional Inspector

Full report

Information about this school

- The school is smaller than the average sized secondary school.
- The school benefits from being part of a federation of local secondary schools and colleges in which each shares their expertise. This provides opportunities for older students to follow alternative courses to those provided in Glebelands.
- Alternative education is provided on one day per week for small numbers of students in Year 10 (5 students) and Year 11 (23 students) at Godalming Sixth Form College, Guildford College and Rodborough School.
- The vast majority of students are White British. The proportion of students from minority ethnic backgrounds is well below the national average and very few speak English as an additional language.
- A relatively high number of students join the school partway through their secondary education.
- Approximately one in six of the students are eligible for the pupil premium; this is a threefold increase over previous years but remains below the national average. Pupil premium provides additional funding for children in the care of the local authority, students known to be eligible for free school meals and those from service families (none in this school).
- The proportions of disabled students and those with special educational needs supported at school action and school action plus are higher than average. The proportion of students with statements of special educational needs is also above average.
- The school meets the government's floor standards, which set the minimum expectations for students' attainment and progress.
- There have been significant changes to the teaching staff, the senior leadership team, and the governing body over the past two years.

What does the school need to do to improve further?

- Reduce the proportion of teaching that requires improvement by:
 - raising teachers' expectations of what students can do
 - increasing the pace of learning
 - ensuring teachers' written feedback to students is regular, accurate, and makes clear what they must do to improve.
- Ensure that the minority of middle leaders not fulfilling their responsibilities receive appropriate support and direction from senior leaders to improve the quality of their leadership to match that of the majority.

Inspection judgements

The achievement of pupils

is good

- Students' attainment and progress, made by the end of Year 11, in several subjects including English and mathematics were below national averages in 2012, despite being above average for almost all subjects in 2011 and before.
- This can be attributed largely to disruption in their education due to significant teacher absence, and some teaching inadequacies, that have nearly all since been rectified. In addition, a relatively high number of students, many of whom had special educational needs, joined the school part way through their secondary education.
- School information and inspection evidence confirm that the current achievement of students in both key stages, including disabled students and those with special educational needs and those eligible for the pupil premium, has improved significantly and is at, and often above, that expected for their ages. In particular the proportion obtaining the highest grades in GCSE has increased significantly and the proportion obtaining five A* to C grades including mathematics and English is above the national average. More than one in four entries resulted in A* or A grades.
- The proportion obtaining the EBacc (English, mathematics, science, a language and the humanities) is broadly in line with the national average and is the highest in the school's history.
- Most students enter the school in Year 7 with levels of attainment that are at or above national averages. However, those that enter with below average reading scores benefit greatly from the 'Catch up' programme and some make exceptionally good progress. The accelerated reading programme used for all students is having a good impact on their reading and language development.
- The school ensures all students, regardless of their background, have equal opportunities for learning that is appropriate to their needs.
- The school does not enter its pupils early for GCSE examinations.
- Some students make outstanding progress in a very wide range of subjects. Any subjects that appear to be underperforming, such as art, English language, and physical education in 2012, are swiftly addressed as indicated by their significant improvements in the 2013 GCSE results.
- The few students from Year 10 and Year 11 who follow part-time courses, for example, hair and beauty, in off-site provision are carefully monitored and make mostly good progress. In the recently introduced BTEC course students did less well than expected in 2012 but showed huge improvements in 2013.
- At the end of Year 11 in the 2012 national tests and assessment, students supported by the pupil premium were one whole grade behind their classmates in both English and mathematics. School records for students currently eligible for the pupil premium show that the gap in achievement between these and other students is closing very rapidly in both English and mathematics. In 2013, eligible students achieved about one third of a grade, in each subject, behind other students. This is better than that found nationally, and school records indicate the gap is continuing to close. This is because of the high quality support they receive from subject teachers and the various intervention programmes provided by the school.
- Students who join the school part way through their secondary education are well supported in their studies but achieve slightly less well than those who started in Year 7. This is often because they have special educational needs or have had lack of continuity in their education.
- The progress of disabled students and those with special educational needs in classrooms is good in almost all subjects. This too is mostly because of the high quality teaching they receive.

The quality of teaching is good

- Teaching across the school is typically good and often outstanding.
- Teaching has been a focus for improvement and the results are clear to see in the majority of lessons. As a result, the great majority of students clearly enjoy their lessons and make good progress.
- Some teaching is inspirational and sets very high expectations to which all students aspire. For example, in a science lesson for Year 10, students were learning to evaluate the difference between digital and analogue signals. Conversations with many students, including disabled students and those with special educational needs, revealed they had a clear understanding of the meaning of each signal and could give real-life examples of their use in television and other devices. Their written work showed in-depth knowledge and understanding of the topic.
- Such outstanding lessons were seen in a wide range of subjects and in each case resulted in good or better progress made over time by students.
- In mathematics, the most able students achieve very well as a direct result of high quality teaching in which expectations are high and learning is at a challenging pace.
- Most mathematics teaching is of good quality and enables students to make good or better progress. However, in a minority of lessons, especially for students who find the subject hard, teachers focus too much on the need to remember routines with insufficient questioning of students, to probe their understanding, or mention of real-life applications. This restricts students' enjoyment of, and progress in, the subject.
- In English, teaching has adjusted to new requirements and students are achieving at levels appropriate to their capability; this is reflected in their much-improved GCSE results in 2013.
- Some lessons, such as one in Year 10 in which students discussed doubts and uncertainties in the plot of Shakespeare's Macbeth, and a Year 8 lesson based on analysing the key features of a newspaper article, provided excellent pace and challenge to all students. In each case, feedback from the teacher enabled them to make outstanding progress.
- A small minority of teachers do not provide written feedback that is regular, accurate and helps students to improve.
- All teachers are aware of the importance of ensuring that students eligible for the pupil premium, disabled students and those who have special educational needs do not fall behind. They plan lessons to ensure good progress and their efforts in this respect have resulted in narrowing the gap between them and other students.
- The school provides well for students' spiritual, moral, social and cultural development in many ways, for example through assemblies, encouraging students to work together in lessons, and through teaching about the school's values.

The behaviour and safety of pupils are good

- Students say they feel safe and happy in school and enjoy their lessons. As a result the vast majority of students have positive attitudes to learning and behave well, both in lessons and around the school. Almost all parents and carers responding online (Parent View), and to the school's own recent questionnaire, agree.
- In lessons, students engage willingly in discussion with each other and work well collaboratively and independently. Their conversations are mostly fluent, confident, and show respect for the views and beliefs of others.
- Inspectors found students to be courteous and generally helpful and well mannered. Governors, many of whom visit the school regularly, and parents and carers confirm this is typically the case.
- The school provides a safe learning environment and students say they feel safe in school. They told inspectors that there are very few cases of bullying, and that any kind of bullying is dealt with immediately and effectively by teachers. Students have a good understanding and

knowledge of how to keep safe, for example in road safety and e-safety.

- Students are tolerant of the differences in others and know that if they are worried they can talk with an adult in the school. The school does not tolerate discrimination of any kind.
- The safety and behaviour of students attending courses off site are closely monitored and records indicate both are good.
- Students' attendance has steadily improved and is currently above the national average overall. However, this masks relatively low attendance by students with special educational needs. Attendance for students eligible for the pupil premium is broadly in line with national averages. Punctuality to school and to lessons is generally good.
- Permanent exclusion is uncommon and improved school monitoring and support have resulted in fixed-term exclusions being reduced significantly since 2010; however, they remain relatively high compared with national averages. School records indicate a rather high number of minor behaviour incidents; these are tracked and dealt with effectively by senior management.

The leadership and management are good

- The strong, determined and energetic new senior leadership team and mostly new governing body have made significant improvements in the quality of teaching and in students' achievement over the past year.
 - The headteacher and senior leadership team work closely together and have a relentless focus on school improvement that a minority of teachers, some middle leaders, and parents and carers have found difficult. However, inspection evidence makes clear that the changes made are bringing about necessary improvements for the benefit of all students.
 - The local authority provided strong support during 2010 but now regards the school as requiring minimal support. Together with input from external consultants, this has led to greater rigour in checking the quality of teaching and learning and has brought about significant improvements in students' achievement.
 - The school's own checks on its strengths and weaknesses are accurate and its plans for improvement are correctly focused on improving teaching, attendance and students' achievement.
 - The headteacher and governing body have ensured that many teachers, middle leaders and other school staff have had relevant and appropriate training in areas that required improvement. This has been effective, for example, in producing improvements in students' behaviour and in their recent progress in both English and mathematics.
 - However, the school acknowledges that more professional development is required in these, as well as other, areas. This is especially required for the small number of middle leaders that are not fulfilling their leadership roles adequately.
 - One area in particular that requires clear, determined specialist leadership is that of special educational needs. The school is well aware of this and has taken steps to fill the post as soon as possible. In the meantime, expert guidance is being drawn upon from an external consultant in support of the Learning Support Team.
 - The school meets the requirements of the National Curriculum in offering a required wide range of well-planned learning activities, including sport, which motivates the students and helps them to develop well, academically and personally. The learning for life programme contributes substantially to this.
- **The governance of the school:**
- The relatively new and well-trained governing body provides good support to the new senior leadership team. The governors have a good understanding of how well students are doing compared with national averages and make effective use of the data dashboard and national information. They take part in checks of the school's performance, visit lessons and events, and monitor safeguarding and the progress of disabled students and those with special educational needs on a frequent basis. They have very good knowledge and understanding of

the school's strengths and weaknesses and use this to hold the school to account. This enables them to take a major role in school improvement planning and in policy making. Their awareness of the need to improve progress for the students that are eligible for pupil premium funding, disabled students and those with special educational needs led to the allocation of funds to provide small-group and one-to-one tuition for those students. As a result, their progress is close to that of their peers. Governors are knowledgeable about the quality of teaching, and are very much involved in decisions about teachers' status and pay; they use safe recruitment procedures and do not permit unjustified promotion or salary increases. They ensure that all statutory requirements are met, and have good capacity to assist the school with further improvements.

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	<p>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.</p> <p>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.</p>

School details

Unique reference number	125259
Local authority	Surrey
Inspection number	412797

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

Type of school	Secondary
School category	Community
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	702
Appropriate authority	The governing body
Chair	David Burr
Headteacher	Anne Hutchinson
Date of previous school inspection	14–15 Jan 2009
Telephone number	01483 542 400
Fax number	01483 542 401
Email address	info@glebelands.surrey.sch.uk

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