

Tribal
1-4 Portland Square
BRISTOL
BS2 8RR

T 0300 123 1231
Text Phone: 0161 6188524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T 0845 123 6001
Direct F 0117 315 0430
Direct email: Fiona.allan1@tribalgroup.com

29 November 2010

Mrs Janet Mulholland
Executive headteacher
Glenbrook Primary School
Clarence Avenue
Clapham Park
London
SW4 8LD

Dear Mrs Mulholland

Ofsted monitoring of Grade 3 schools: monitoring inspection of Glenbrook Primary School

Thank you for the help which you and your staff gave when I inspected your school on 17 November 2010, for the time you gave to our phone discussions and for the information which you provided before and during the inspection. Please also extend my thanks to the pupils and to the chair of the governing body, who gave time to speak to me.

Since the previous inspection, the local authority has brokered a soft federation with an existing successful federation of two local schools. The three schools are working in partnership under the title 'The Stockwell, Jessop and Glenbrook Primary Schools Federation'. The federation will continue for a minimum of three years. Eight members of staff have left the school since the previous inspection and a head of school took up post in September 2010.

As a result of the inspection on 27-28 April 2009, the school was asked to address the most important areas for improvement, which are set out in the annex to this letter.

Having considered all the evidence I am of the opinion that at this time the school has made good progress in making improvements, and outstanding progress in demonstrating a better capacity for sustained improvement.

The school has worked hard to create a positive climate for learning. Inspection and school evidence points to children's knowledge and skills on entry to the Early Years Foundation Stage being well below age-related expectations. Overall, in 2010, Key Stage 1 and Key Stage 2 results demonstrate that the school has been successful in raising attainment and levels of achievement, which are now in line with national averages. These results were secured against a backdrop of challenging



circumstances. Standards seen in lessons, school data and pupils' books indicate rapid improvements in standards. The majority of pupils are now making good progress. Pupils are responding to higher expectations and their aspirations are rising. Strategies to build pupils' self-esteem and confidence as learners are proving to be effective, particularly with vulnerable pupils, so that they feel confident to 'have a go'. The support for pupils who have special educational needs and/or disabilities is also effective, and means that these pupils are making good progress. These pupils are often set tasks that are well matched to their needs, and they are securely supported to achieve their targets.

Through half-termly meetings to discuss the progress of their pupils, the teachers have a much clearer picture of what pupils already know and are able to do. The school has good systems for tracking the progress of pupils and has a clear picture of achievement across the school. Teachers are developing their expertise in evaluating pupils' progress in relation to national curriculum levels and there is good practice to share. Pupils are generally aware of what level they are working at so they know what next steps to aim for.

Teaching and learning have improved and there is a higher proportion of well-taught lessons than at the time of the previous inspection. Throughout the school lessons show common positive features. Teachers are knowledgeable about their subject matter and plan lessons which match the needs of different groups in the class. Good practice is being shared, although there is more work to do in ironing out inconsistencies. In the best lessons learning objectives derive from a clear understanding of individual pupils' prior attainment, are closely matched to pupils' needs and used as a benchmark to check progress, and questioning requires pupils to develop their thinking skills and extend their verbal responses. Where teaching is on occasion less successful it is because there is too much teacher talk and opportunities are therefore missed to engage pupils more fully in their learning and to develop their speaking and thinking skills. As a result, progress in these lessons is not as good as it could be. The quality of marking has improved; the majority is regular and encouraging, providing pupils with sufficient guidance on how to improve. Attendance is at average levels and rising; particularly noteworthy is the reduction in persistent absence which has been reduced as a result of the coordinated effort by a team of staff.

The executive director's passion and clarity of vision instils belief in a better future for the school, giving confidence to both staff and pupils. This skilful leadership and determination is driving improvement at a rapid pace. The federation leadership team, along with the recently appointed head of school and assistant headteachers, are pooling their complementary skills well and are developing the school's capacity to improve extremely well; these skills are at the heart of the school's journey of rapid improvement. Her Majesty's Inspector saw evidence of collaborative working based on a shared vision and drive to secure improvements, particularly in the quality of teaching and learning and in raising standards. Leaders and managers ensure that strategic leadership and the day-to-day management are smooth and



effective. The school has an accurate understanding of what it has achieved and what further development is required in the short and longer term. The governing body has not been as rigorous in challenging the school and too accepting of information provided by senior leaders. It now demonstrates a willingness to take part in training which will further enhance its role. Procedures to ensure the safety of pupils meet government guidelines. At the time of the inspection, there were, for example, effective procedures for ensuring the safeguarding of pupils through the checks made on all adults who work in the school.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely
Kekshan Salaria

Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place in April 2009

- Raise standards and achievement by ensuring that lessons challenge pupils fully and stimulate their interest and engagement.
- Sharpen and focus leadership and management, particularly towards subject leaders, to ensure more even responsibility for outcomes within the school.
- Improve attendance by continuing to emphasise to parents the impact that absence from school has on their child's progress.
- Build on the existing good practice in marking to ensure all pupils are given more specific guidance on how to improve their work.