

Glenbrook Primary School

Inspection report

Unique Reference Number	100601
Local Authority	Lambeth
Inspection number	376412
Inspection dates	3–4 November 2011
Reporting inspector	John Carnaghan

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	404
Appropriate authority	The governing body
Chair	Jackie Parker
Headteacher	Janet Mulholland
Date of previous school inspection	29 November 2010
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Age group	3–11
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Introduction

This inspection was carried out by four additional inspectors. They observed 17 lessons taught by 16 teachers and held meetings with pupils, staff, members of the governing body, and parents and carers. They observed the school's work, and looked at its assessments, policies and other documents as well as questionnaires completed by pupils and 166 parents and carers.

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

- How effectively has the school addressed the dip in Year 6 test results in 2011?
- What is the impact of numerous new staff on the quality and consistency of teaching?
- How much has the school met its potential for improvement hinted at in the previous inspection?

Information about the school

Glenbrook is a larger-than-average primary school. The proportion of pupils known to be eligible for free school meals is well above average. Most pupils are from minority ethnic backgrounds, with Black or Black British pupils of African and Caribbean heritage making up the largest groups. Over half of the pupils have a first language that is not English and this proportion is well above average. The proportion of pupils with special educational needs and/or disabilities is above average; the largest group of these has speech, language and communication needs. The school has a higher than usual turnover of pupils. Children enter the Early Years Foundation Stage in both the Nursery and Reception classes. The school was federated with two other local primary schools under an executive headteacher in February 2010; the head of school took up post in September 2010. A third of teachers were new to the school in September 2011. The coordinator of the Early Years Foundation Stage also took up her post in September 2011.

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

Glenbrook is a good school. It is improving quickly and has a number of outstanding features. In particular, it provides outstanding care for pupils and this is reflected in the many areas of their personal development that are excellent. For example, most pupils fully understand the factors influencing their health and adopt healthy lifestyles. They appreciate the nutritious school meals with their vegetarian offerings and sensitivities to differing cultural preferences. Well-organised lunchtime play opportunities involve many pupils in additional exercise and after-school sports clubs are very popular.

Many pupils enter Glenbrook facing significant barriers to learning. They make good progress in the Early Years Foundation Stage and are well prepared to move into Year 1. Inclusive teaching ensures all groups make good progress as they move up the school and attainment at the end of Year 6 is now average, an improvement on the previous year. This represents good achievement for all groups of pupils, including those who speak English as an additional language and those with special educational needs and/or disabilities. Pupils enjoy school and behave well. They get along very well with one another and their teachers, and the school is calm and harmonious. Focused efforts have successfully reduced absences, although attendance remains average because of a few persistent absentees.

Teaching is good and lessons are enjoyable so pupils want to learn. Lessons are carefully planned to include varied activities and teaching assistants are effectively deployed to support pupils. Good marking and the use of targets keep pupils well informed of their progress and their next learning steps. There are some inconsistencies, however. Occasionally, lessons run too slowly so pupils lose interest and, although pupils have tasks suited to their abilities in most elements of lessons, sometimes there is a lack of challenge when teachers are talking to the whole class.

Leaders and managers are well supported by the federation and articulate confidently the areas where the school must improve. Priorities for the future derive from effective self-assessment and are clearly laid out in precise improvement plans. Planning has been conspicuously successful in addressing a number of important issues. For example, teaching and learning have continued to improve despite the school appointing many new staff. This, in turn, has led to better attainment and progress. The relatively new leadership and management structure ensures the school runs smoothly and is a calm environment; it has started to have a positive impact on pupils' outcomes. The school's capacity for sustaining further improvement

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is good.

What does the school need to do to improve further?

- Improve the consistency of lessons, by September 2012, through ensuring that they all run at a good pace and provide the correct degree of challenge at all stages for all pupils.
- By September 2012, build on existing good practice to raise attendance substantially, particularly from families where attendance is irregular.

Outcomes for individuals and groups of pupils

2

Attainment at the end of Year 6 is average. It is consistently a little higher in mathematics than English; this is because many children enter the school with a very low level of linguistic skills as they do not speak English as their first language. Attainment across the school has been steadily rising under the influence of more focused leadership and purposeful teaching. Children make good progress in the Early Years Foundation Stage and are well prepared to start Year 1; their attainment as they start the National Curriculum is below average. Given these starting points, pupils' achievement is good, including those who have speech, language and communication needs. The strong focus on inclusion means there are minimal variations in progress between different groups of pupils, including those from minority ethnic backgrounds. The narrow gap in attainment between boys and girls is closing.

Teaching sharply focuses on learning objectives so pupils know what is expected of them and are well equipped to meet the lesson's challenges. Pupils enjoy learning and are keen to progress. An outstanding English lesson where pupils were planning a 'nasty recipe' exemplified many strengths. Forceful, cheerful teaching empowered pupils to learn and they happily rose to the teacher's admonition to 'uplevel that sentence' by expressing themselves more clearly, utilising a more adventurous vocabulary. Pupils' good behaviour benefits learning. They are responsive to teachers and behave considerately towards one another, happily working independently, in pairs and in teams as required. They report there is little bullying and no racist behaviour, one saying, 'I've learnt that you can be friends with anybody.' Pupils correctly report that playground behaviour has improved, some grumbling that their roles as peer mediators are largely redundant.

Pupils feel very safe at school and the curriculum keeps them well informed about safe and unsafe situations. They understand how to avoid risks, for example on the internet and the busy local roads. They trust staff; one reported, 'Teachers listen to my views and help me not to be worried.'

Pupils are proud of their school and many take on responsibilities. The active school council represents their views and has initiated improvements in the playground and to school meals. Pupils are regularly consulted on the future of the school; their

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views are also sought by the local authority when planning for areas near the school. Attendance is average but has moved sharply upwards in recent months. However, a small group of parents and carers who do not ensure their children’s regular attendance are making further progress difficult.

The school’s ethos reflects considerable strengths in pupils’ social and cultural development. First-hand experiences provide pupils with good insights into similarities and differences between cultures; they are very open to cultural diversity and abhor racist behaviour. They are principled and reflective, thinking deeply about their own experiences and those of others.

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	3
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	1
Pupils’ behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils’ attendance ¹	3
The extent of pupils’ spiritual, moral, social and cultural development	1

How effective is the provision?

The curriculum is well adapted to meet pupils’ needs, especially in developing their literacy skills. Leaders and managers have ensured that opportunities to promote literacy are common across all subjects. A widening range of interesting experiences, frequently involving visits and visitors, engages pupils’ interest and provides opportunities to inspire writing on a variety of topics. Music provision has improved and the choir is increasingly invited to sing at public occasions, for example at local council events. A good range of after-school clubs, including sport and French, further extend pupils’ learning.

Strong leadership has ensured that teaching has developed numerous strengths. Teachers have good subject knowledge and prepare interesting resources to enliven

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

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lessons. Pupils are managed with kindness and tact so relationships are respectful and there are virtually no disruptions to progress. In a Year 3 class, pupils made rapid gains in understanding measurement because they had the correct equipment to measure their own height and that of their teacher. Marking is thorough and analytical. Probing questioning skilfully stimulates pupils to think for themselves, and their collaborative work, including peer assessment, is very good. Pupils are happy to ask for help because they are confident in staff. As one put it, 'If we do not understand, our teachers explain it again and do not tell you off.' However, some inconsistencies remain. The school is aware that sometimes parts of lessons do not challenge all groups sufficiently and the pace of learning can slow too much, so pupils become distracted.

The welcoming school environment promotes an ethos of equality and harmony. Excellent attention is paid to pupils' care; they are all known as individuals and are confident that there are many supportive adults to help them. Comprehensive transition arrangements smooth the entry of pupils who join and leave the school, either at the usual times or throughout the year. Creative strategies, often involving parents and carers, support pupils' confidence and self-esteem. The school demonstrates great sensitivity to pupils' ethnic and cultural backgrounds and its work to promote higher aspirations for different groups is often effective. For example, a Black lawyer and a Black doctor spoke to pupils as part of Black history month. The school can cite numerous examples of how its tailored interventions help pupils overcome barriers to their 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	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Leaders and managers have created a clear vision for the school and a climate for continuing improvement. Staff are well motivated, have high expectations for pupils and share senior leaders' ambitions. The federation provides a breadth of expertise to the school's leadership team so its members are well supported by fellow professionals, especially by the executive headteacher. Intensive efforts to develop teaching and learning in the face of numerous staff changes have established a pattern of good lessons, albeit with occasional inconsistencies. Rigorous monitoring has considerably improved marking and target setting so that pupils correctly report they have very good information on how to improve their work. Good use of assessment tracks pupils' progress closely and helps leaders and managers hold teachers to account for the progress of 'their' classes.

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The promotion of equal opportunities is good; the school is highly inclusive and concerted actions to help individuals facing linguistic and other barriers to progress are effective. As a result, pupils’ progress is consistent. The school has identified where further improvements can be made and is striving to close further the gap between boys’ and girls’ attainment, particularly through developing the curriculum.

The governing body is supportive and challenging in equal measure. Members evaluate many different aspects of the school, including attainment data. This provides them with a good basis to question school leaders. Members have a good understanding of safeguarding issues and are fully involved, although they have yet to ratify recent revisions to relevant school policies. Safeguarding is good; procedures in areas such as risk assessment are comprehensive and staff receive relevant training. Pupils, parents and carers correctly emphasise that the school provides a safe environment.

Outstanding links with federated partner schools have had a positive impact on many aspects of the school, including the Early Years Foundation Stage and teaching. Joint initiatives, such as a ‘young parent’ project and one for fathers, have strengthened links with homes. Close partnerships with local shops developed pupils’ mathematics skills and contributed to Black history month. Other partnerships have provided inspiring mentors for potentially underachieving groups. Parents and carers are very well informed about school life and the progress of their children. Regular workshops, for example to explain ‘phonics’ teaching, and informal meetings such as coffee mornings, do much to engage parents and carers in children’s learning. The parents’ forum provides a significant opportunity for parents and carers to make their views known.

The school understands its local context intimately and has created a cohesive school environment where pupils from a very wide range of backgrounds get along notably well. Growing links with schools in contrasting environments in the United Kingdom and abroad have raised pupils’ awareness of how other people live.

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	2
The effectiveness of the school’s engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2

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The effectiveness of safeguarding procedures	2
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

Children enter the Early Years Foundation Stage, both Nursery and Reception classes, with skills and aptitudes well below those expected for their age. However, the welcoming environment enables them to settle quickly and they soon show high levels of enjoyment and start to make good progress, especially in their personal and social development. High levels of adult support and early identification of children’s needs ensure that there are no differences in the progress of different groups. Children’s behaviour is good and they relate well to one another and adults. Daily routines promote children’s social development; they share and encourage one another and develop a clear sense of right and wrong. Improving provision has ensured that attainment at the end of the Early Years Foundation Stage, while below average, is on an upward trajectory.

The recent refurbishment of indoor and outdoor areas has enabled children to move freely between learning in classrooms and outside, although the school acknowledges that the outside area could be more attractive and has plans in place to make changes. Continuous assessment of individual children is good and informs the thorough planning that strikes the correct balance between activities led by adults and those initiated by the children. Good teaching ensures that children enjoy interesting and stimulating learning experiences.

The new leader of this area has undertaken effective self-evaluation and already shows a good grasp of the strengths and areas for development. Adults are well qualified and work effectively together, planning and providing appealing learning experiences for the children. Strengthening links with parents and carers, encouraged by school initiatives such as parenting workshops, promote better learning.

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 Stage	2

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Views of parents and carers

Almost all parents and carers' views of the school are favourable. In particular, the overwhelming majority report that their children enjoy school, the school helps them to support their child's learning and that they are happy with their child's experience. A few express concerns over the way the school deals with their child's needs and how it reacts to unacceptable behaviour. Inspection evidence indicates that the school does meet individual children's needs well and deals effectively with the rare incidents of unacceptable behaviour.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Glenbrook 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 166 completed questionnaires by the end of the on-site inspection. In total, there are 404 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	111	67	51	31	1	1	1	1
The school keeps my child safe	94	57	66	40	4	2	0	0
The school informs me about my child’s progress	101	61	60	36	4	2	0	0
My child is making enough progress at this school	85	51	69	42	8	5	1	1
The teaching is good at this school	88	53	70	42	3	2	0	0
The school helps me to support my child’s learning	90	54	68	41	5	3	0	0
The school helps my child to have a healthy lifestyle	72	43	80	48	10	6	0	0
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)	71	43	75	45	8	5	0	0
The school meets my child’s particular needs	69	42	82	49	10	6	2	1
The school deals effectively with unacceptable behaviour	75	45	73	44	8	5	3	2
The school takes account of my suggestions and concerns	59	36	82	49	13	8	1	1
The school is led and managed effectively	72	43	77	46	7	4	2	1
Overall, I am happy with my child’s experience at this school	85	51	74	45	3	2	1	1

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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 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.



7 November 2011

Dear Pupils

Inspection of Glenbrook Primary School, London, SW4 8LD

Thank you for being so helpful to the inspectors when we visited Glenbrook recently. It was a pleasure meeting you and we would like to congratulate you on your good behaviour.

Glenbrook is a good and improving school. It does some things outstandingly well. In particular, it provides excellent care and this helps your personal development considerably. For example, you have an excellent understanding of how to stay safe and healthy. The school also makes sure that each one of you is well supported in your work and development.

Teaching is good and, with your enthusiasm for learning, this means that you make good progress at school, leaving it at the end of Year 6 with attainment at similar levels to other boys and girls of the same age. Leaders and managers work well as the team with the rest of the staff to make sure the school keeps getting better. For example, attainment is slowly improving.

We have asked the school to focus on improving two areas.

- Make sure all lessons are good or better by keeping up the pace and providing work that keeps all of you at full stretch the whole time.
- Work to improve attendance, especially that of the small number of pupils who are absent too much.

All of you can help by making sure you attend school whenever possible and maintain your good attitudes.

Yours sincerely

John Carnaghan
Lead inspector

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