

Glenbrook Primary School

Clarence Avenue, Clapham Park, SW4 8LD

Inspection dates

27–28 February 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Require improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils' achievement is not as good as it was at the time of the previous inspection.
- In tests at the end of Year 6 in 2013, attainment and progress in reading and writing at the end of Key Stage 2 fell significantly below national averages, and attainment in mathematics also went down.
- Attainment at the end of Key Stage 1 in assessments in reading, writing and mathematics also fell significantly below the national average.
- The progress made by some groups of pupils, including those supported for their special educational needs by school action, is slower than that of other groups.
- Pupils' progress is not consistent in all subjects and across all year groups.
- In some lessons pupils do not make enough progress because the pace of lessons is not always adapted to pupils' levels of understanding, and this slows their progress.
- Teachers do not do enough to extend pupils' language and reasoning skills. They do not ask enough questions requiring extended and thoughtful answers.
- Leaders and managers until recently were not making sure that assessment of pupils' work was consistent and accurate. At times it was too generous and this led to declining attainment.

The school has the following strengths

- In the Early Years Foundation Stage, children make good progress across most areas of learning as a result of good teaching.
- Behaviour is good and has improved recently, especially in the playground. Pupils enjoy school and most are confident that they are well looked after and feel safe.
- New leaders and managers have made a good start in improving the school.
- Spiritual, moral, social and cultural opportunities are strong and, as a result, pupils develop as well-rounded individuals.
- School governors are very active in supporting and checking on improvements to pupils' performance and progress.

Information about this inspection

- Three inspectors observed a total of 20 lessons or parts of lessons taught by 17 teachers, including some taught by teachers from schools in the Gypsy Hill Federation that has been supporting the school since October 2013. Additional activities included observations at a breakfast club and at lunchtime.
- One lesson and a series of short visits to a further two classes were observed jointly with the acting head of school. Pupils' books were checked by an inspector with an assistant headteacher to see how well groups of pupils in the lower years of Key Stage 2 are now progressing in a range of subjects.
- Meetings were held with groups of pupils, representatives of the governing body, school leaders and leaders from other settings including Kingswood, Elm Wood and Fenstanton Schools. A telephone discussion was held with a representative of the local authority.
- The inspectors took account of the fact that there were six responses to the online questionnaire (Parent View) and considered the views communicated during discussions with parents and in a letter received during the inspection. The views of the staff were gathered through meetings and 23 staff questionnaires.
- The inspectors listened to pupils read, discussed their choice of books with them and examined the work in pupils' books.
- The school's own attainment records for the current academic year were checked in addition to previously published information on pupil achievement. Planning and monitoring documents, records relating to pupil safety and welfare, including the school's single central record of checks on staff, and attendance records were also examined.

Inspection team

Patricia MacLachlan, Lead inspector	Additional inspector
Cliff Mainey	Additional inspector
Victoria Turner	Additional inspector

Full report

Information about this school

- Glenbrook Primary School is larger than the average-sized primary school. The Early Years Foundation Stage comprises a Nursery and two Reception classes.
- The proportion of pupils eligible for support from the pupil premium (extra money provided by the government for pupils including those eligible for free school meals, in public care or from service families) is well above the national average.
- The majority of pupils are of Caribbean or African heritage, with the next largest groups from other White backgrounds. The proportion of pupils who speak English as an additional language is above the national average.
- The proportion of disabled pupils and those who have special educational needs supported at school action is in line with the national average. The proportion of pupils supported through a statement or at school action plus is above the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school has experienced significant changes of senior staff since the previous inspection. The executive headteacher at the time of the last inspection has retired and the school withdrew last term from the Stockwell Federation that she had led. A large proportion of teachers this year are newly qualified.
- An acting head of school has run the school since October 2013. Glenbrook governors and the local authority arranged in October 2013 for the school to be supported by the Gypsy Hill Federation of five Lambeth and Southwark schools.
- The leader of the Gypsy Hill Federation is a national leader of education and is currently the school's executive headteacher, based at Glenbrook for two days a week. There are presently two assistant headteachers, one of whom was newly appointed in September 2013.

What does the school need to do to improve further?

- Improve the quality of teaching so that all is good or better by:
 - ensuring that the pace of lessons and learning tasks are quickly adapted to the rate at which pupils are learning, so that pupils acquire knowledge more quickly
 - helping pupils to develop better language and reasoning skills, for example by ensuring that they give extended and thoughtful answers to questions.
- Improve pupils' achievement, especially in reading and mathematics, by setting challenging targets for pupils in all year groups, and regularly checking on their progress towards these targets.
- Improve the leadership of teaching and learning by:
 - supporting teachers to plan lessons which take better account of the needs of different groups of pupils
 - ensuring that the leadership of mathematics is more effective in raising attainment.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils' achievement is not as good as it was at the time of the previous inspection. In tests at the end of Year 6 in 2013, attainment and progress in reading and writing at the end of Key Stage 2 fell significantly below national averages, and attainment in mathematics also went down. Standards at the end of Key Stage 1 also fell below the national average.
- Achievement for current pupils is not good because progress is inconsistent across different subjects and year groups. Progress in Years 4 to 6 is stronger in writing than it is in reading and mathematics. Progress is better in Years 1, 4 and 6 than it is in other year groups. Although pupils are set targets, this is not done consistently enough across the different year groups.
- Until recently, assessments of pupils' progress were not checked against external standards. As a result, assessments were at times over-generous, expectations were not high enough and standards fell.
- Systems have now been strengthened for moderating teachers' assessments. Progress information on all pupils is now checked systematically. The acting head of school and assistant headteacher ensure that additional support is given to any pupils who are falling behind. This has already resulted in increased proportions of Year 6 making better progress since December 2013. Evidence from books also suggests that more pupils in Key Stage 1 are making appropriate progress.
- In Key Stage 1, the proportion of pupils in 2013 who reached the expected standard in the Year 1 phonics (the linking of sounds to letters) check was above the national average. This was an improvement on the previous year because of better training for teachers. Current assessments show that this improved trend is continuing and shows the school's capacity to improve, as does the increasing proportion of higher-ability pupils who are making good progress in Years 4 to 6.
- Achievement in the Early Years Foundation Stage is good because most children join the school with skill levels that are well below those expected of children their age. With carefully planned teaching, they leave the Reception classes with levels of social and mathematical skills that are in line with the national average.
- The extra money provided under the pupil premium initiative is used effectively. In tests at the end of Year 6 in 2013, pupils eligible for the pupil premium attained higher scores than their peers in writing and were less than three months behind in reading and mathematics. The gap is also closing among pupils currently on roll. In most year groups, eligible pupils have caught up with their classmates in reading and writing but are up to six months behind their peers in mathematics.
- Pupils of Caribbean or African heritage have performed significantly less well than other groups in recent years. Consequently, the school has developed special activities to help these pupils catch up. It is too soon to evaluate the full impact of this work, but evidence from books shows that more rapid progress is now being made, as it is for pupils who speak English as an additional language.
- Increased numbers of disabled pupils and those with special educational needs are making expected progress this academic year because the system of checking their support and progress has been improved.

The quality of teaching

requires improvement

- Teaching requires improvement because it has not promoted consistently good progress, especially in reading, as a result of past weaknesses in assessment.
- The school's own evaluation of the quality of teaching shows that some in the past was not good enough and this led to pupils not making enough progress. Teaching has now improved as a result of focused leadership and management. This is improving pupils' achievement, but they

are not yet making good progress over time in all years and subjects.

- The main reasons for this are that teachers do not always maintain an appropriate pace in lessons, adapting it where necessary to the rate at which pupils are learning new material. This slows down progress. In addition, teachers do not always do enough to extend pupils' language and reasoning skills. For example, they do not ask enough questions requiring extended and thoughtful answers.
- At times teaching does not take enough account of the needs of different groups of pupils. This may be for pupils with special educational needs, or those from African or Caribbean backgrounds.
- When the pace is brisk, pupils are fully engaged. For example, in Year 4, pupils were focused because they had been reminded about the reading skills of skimming and scanning that would help them answer questions quickly. They were eager to answer questions because the story was enthralling. Pupils could explain how they had identified the correct information. Because the teacher managed the adults in the classroom well, all pupils had an opportunity to reflect upon their answers and explain them in more depth. However, not enough teaching promotes reasoning like this.
- Pupils who find the work difficult have skilful, focused support in class to help them make progress. The pupils who are capable of attaining higher levels are set extension challenges.
- Teaching in the Early Years Foundation Stage is good. Adults skilfully exploit the children's interests in the outdoor area by posing stimulating questions to encourage the children's use of vocabulary and observations of numbers and volumes. Their tracking of the children's responses helps adults to focus very precisely upon additional questions that support rapid progress.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Their attitudes to learning are good because they want to live up to their teachers' expectations and value the recognition they get for behaving well. Pupils of all ages work cooperatively with each other. Behaviour is good rather than outstanding because pupils' attitudes to learning are not exemplary across all classes.
- Pupils generally behave well outside lessons, interacting constructively with adult helpers in the dining room and playground. The school is effective in promoting positive relationships. Pupils share the playground areas sensibly and safely. They are proud of the school's vibrant displays that celebrate their good work and are looking forward to wearing their new uniforms.
- The school's work to keep pupils safe and secure is good. Pupils feel well looked after by the adults around them. They have a good awareness of personal safety, including internet safety, because it is covered well in lessons and assemblies.
- Typically pupils are well mannered. This is because staff will calmly go the extra mile to deflect challenging behaviour, be it in class or playground, and quickly ensure that pupils conform to the school's expectations.
- Pupils understand what bullying means, believe that the number of incidents is rare and speak of the ways in which behaviour has improved, particularly in the playground, this year because there are now more adults who supervise and lead different activities.
- The good range of clubs, including cooking, football, table tennis, mini-athletics and dance classes, helps to promote a healthy lifestyle.
- Attendance has improved as a result of rigorous checking and is now in line with the national average. Exclusions have declined since the previous inspection because behaviour management is effective.
- Most parents who spoke to the inspectors believe that the school provides a safe and caring environment. Pupils enjoy coming to school and are very pleased with the activities and clubs that have been provided for them.

The leadership and management require improvement

- Leadership and management require improvement because pupils are not making good progress in Key Stages 1 and 2. Since the previous inspection, published results show that pupils' attainment and progress have declined. During that time, leadership and management were not sufficiently effective.
- However, new leadership and management have made a good start in improving the school in a relatively short space of time. Nevertheless, pupils' progress remains uneven across different classes and some aspects of teaching require improvement.
- The competent team of the acting head of school and her assistant headteachers have begun to raise the standard of teaching by checking lessons and pupils' work regularly. This has had some recent and positive impact on pupils' progress in Year 6, but too few pupils in other years are currently making good progress.
- The management of staff performance ensures that only those teachers who meet required standards move up the salary scale. The recently appointed and highly regarded executive headteacher tackles underperformance quickly and with determination..
- The leadership of special educational needs is improving. New and more rigorous systems of assessment are helping to improve pupils' progress. The school's literacy leader has steered the significant improvement in the teaching of phonics. However, the leadership of mathematics is not as effective. Improvement in this subject is less evident.
- The school's improvement plan shows that leaders have accurately evaluated the areas requiring development. Staff members are strongly supportive of the drive for improvement.
- Good opportunities to promote pupils' spiritual, moral, social and cultural development are planned in the curriculum. Pupils have time for reflection in assemblies and express moral viewpoints in their religious education lessons. Opportunities such as keyboard and guitar lessons and celebrations like Book Week or Chinese New Year widen pupils' cultural horizons. The good range of clubs and visits to places like the London Aquarium and the Wetlands Trust build social confidence.
- Management of the Early Years Foundation Stage shows a good understanding of and support for progress at this age. Arrangements are sensitively handled for the large numbers who join the Reception classes from settings other than the school's own Nursery. Parents' participation is encouraged with sessions to encourage families to help their children with reading.
- Safeguarding systems meet statutory requirements. Leaders promote equal opportunities and are assiduous in tackling any discrimination that may arise.
- The additional sports funding has been used to improve teachers' skills by engaging specialist trainers to demonstrate lessons that have increased their confidence to teach physical education
- The local authority assists the school's drive for improvement by providing training from the borough's Early Years and phonics consultants to improve the teaching of reading. The Gypsy Hill federation is also providing staff to lead across different subjects and year groups by setting more effective assessments and checking that teachers are marking these consistently.
- **The governance of the school**
 - The committed governing body has a sound understanding of how pupils are performing compared with national standards. They use published data and school leaders' reports to challenge the school about the rate of pupils' progress. They now make regular visits to the school to check that planned improvements are being carried out effectively. Governors ensure that there is a clear link between teachers' pay progression and their pupils' progress. They have revised the appraisal policy and receive summaries of teachers' performance from the executive headteacher. They are aware of what support has been provided to improve teaching and actions that are taken to tackle underperformance. Governors also check that the pupil premium funds are spent effectively for the eligible pupils. Oversight of safeguarding

is systematic and the governing body has undertaken appropriate training. Governors have taken a strategic role by approaching the local authority for support in improving pupils' performance and by reviewing the effectiveness of the support received from partner schools.

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	100601
Local authority	Lambeth
Inspection number	440927

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	418
Appropriate authority	The governing body
Chair	Jackie Parker
Headteacher	Carmel Longley, acting head of school Craig Tunstall, executive headteacher
Date of previous school inspection	3–4 November 2011
Telephone number	020 8674 2387
Fax number	020 8678 1672
Email address	admin@glenbrook.org.uk

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