

Inspection of Glenwood School

Washington Road, Emsworth, Hampshire PO10 7NN

Inspection dates: 17–18 December 2019

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this school?

Most pupils feel happy and safe at Glenwood. Relationships between staff and pupils are positive. Pupils know that staff care about them and say they sort out bullying quickly.

The new headteacher and deputy headteacher have improved pupils' behaviour. Most lessons are calm and orderly. Routines and supervision at the beginning of the day and during breaks keep pupils safe, calm and ready to learn. The sensory and inclusion rooms help pupils to manage their emotions. However, in some lessons and when moving between lessons pupils' behaviour is not as well managed.

Pupils learn the skills they need in reading and mathematics. In some other subjects staff do not plan carefully enough what pupils need to learn. They do not always expect enough of pupils.

Many parents are positive about the school, but some still have concerns about how well the needs of their children are met. Better leadership and communication are helping to tackle this. One parent commented: 'Since the recent changes in school management, there has been a very definite positive change of culture, academically, socially and behaviourally. I am very pleased with the way my child is progressing and learning.'

What does the school do well and what does it need to do better?

Improved leadership is making a positive difference to this school. Leaders and teachers make sure that support is in place to meet most of the requirements of pupils' education, health and care (EHC) plans. However, pupils do not learn as much as they could because some teachers make work too easy and do not move pupils on to learn more quickly enough.

Leaders and teachers have made a start on improving the curriculum and raising expectations of what pupils can achieve. This work is at an early stage. Some subject areas are well planned and sequenced. In mathematics, pupils learn the right things in the right order. This helps them to remember what they have learned. However, this is not the case in some other subjects. For example, in geography planning and teaching do not enable pupils to learn, retain and build knowledge. Year 11 pupils achieve GCSEs, BTEC National Diplomas or entry level qualifications in a range of subjects. However, with better planning and teaching, pupils could do better.

Approximately a quarter of Year 7 pupils need support with reading. They do not always get this support urgently enough. However, once in place, it is helpful. Pupils practise phonics and learn to read the most common words by sight. Support for reading in other year groups is helping pupils to read more fluently and with better understanding.

Pupils behave well and are settled and ready to learn in most lessons. The school makes sensible arrangements for pupils who struggle to be in school full-time. Leaders review these arrangements regularly, gradually increasing the time pupils are in school. Leaders have checked the other education settings that pupils attend. These settings are safe and meet pupils' specific needs well.

Pupils have opportunities to participate in a wide range of activities. These include clubs for sports, a choir and a rock band. Pupils get the chance to put their learning into practice. For example, they use mathematics when buying items in the local shops. The school values are promoted through assemblies, which pupils often contribute to. For example, army cadets from the school led the Remembrance Day event. However, over time, pupils have not developed their spiritual, moral and cultural understanding enough. The 'cultural capital' day each term is helping pupils to learn more about different cultures, lifestyles and beliefs.

All staff are very positive about the new ways of working introduced by the current senior team. They like the changes the headteacher has made and they feel supported in their roles. The headteacher has high expectations and makes sure that staff treat pupils with care and respect. Pupils trust the adults who work with them.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff take pupils' safety very seriously. Staff understand their responsibility to report concerns, however small. They know that this is especially important because some pupils may have difficulties communicating their worries and fears. Leaders follow up all concerns quickly and involve outside agencies when they need to. They act promptly on any allegations against staff and ensure they are reported and investigated appropriately. Staff meetings before and after school make sure staff are well informed about individual pupils. Governors check that safeguarding remains effective. Pupils learn how to keep themselves safe. They learn about road, railway and internet safety.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum does not meet pupils' needs as well as it should. Some subject areas are not well planned. Leaders need to improve the curriculum design so that pupils build up a bank of skills and knowledge that will enable them to be successful in their future lives.
- Some subject leaders are not effective in their roles. This means that too much falls to the headteacher and deputy headteacher. Senior leaders need to develop subject leaders and hold them to account for the full scope of their roles.
- Leaders' actions to tackle pupils' challenging behaviour have led to significant

improvements. These have been recognised and appreciated by pupils, staff and parents. However, in some lessons, at times of transition and towards the end of the school day, some pupils struggle to be calm and listen to staff instructions. Leaders need to ensure that the management of pupils' behaviour consistently meets leaders' expectations.

- Over time pupils have not had rich enough opportunities to develop their spiritual, moral and cultural understanding. Assemblies and the termly 'cultural capital' days are beginning to improve this. However, teachers need to ensure that pupils gain a wider range of experiences and knowledge to prepare them well for life beyond school.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	116639
Local authority	Hampshire
Inspection number	10111116
Type of school	Special
School category	Maintained
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	98
Appropriate authority	The governing body
Chair of governing body	Georgina Shipman
Headteacher	Josie Payne
Website	www.glenwoodschoolemsworth.co.uk
Date of previous inspection	8–9 June and 13–14 July 2017

Information about this school

- The headteacher joined the school in April 2019. The deputy headteacher started in September 2019.
- The members of the governing body are all new since the previous inspection.
- The school provides for pupils with moderate learning difficulties from South Hampshire. All pupils have an EHC plan.
- The school provides alternative placements at Oarsome Chance, Gosport and Music Fusion, Havant.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We met with the headteacher and deputy headteacher, other leaders, a group of teachers and a group of support staff. We also met with governors and a representative from the local authority.
- We did deep dives in these subjects: English, mathematics, art and geography. This involved talking to leaders about what is taught and why, visiting lessons, and speaking to teachers and pupils. We also looked at pupils' work.

- We met with the designated safeguarding lead and groups of staff. We checked the single central record, reviewed records of specific concerns and referrals, as well as checking evidence of how the school manages safeguarding complaints. I also spoke to the local authority designated officer to gather evidence of how leaders manage allegations against members of staff.
- We observed the beginning and end of the school day, breaktimes and lunchtimes, and movement between lessons to evaluate behaviour around the school.
- Governors' minutes, the school improvement plan and other relevant school documentation were reviewed.
- Parents' views were gathered through 12 responses to Ofsted Parent View, five telephone calls and one letter. Staff views were shared through questionnaires and two letters.

Inspection team

Louise Adams, lead inspector

Ofsted Inspector

Andrew Hogarth

Ofsted Inspector

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