

Inspection of Glenthorne High School

Sutton Common Road, Sutton, Surrey SM3 9PS

Inspection dates: 24 and 25 November 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Sixth-form provision	Outstanding
Previous inspection grade	Outstanding

This school was last inspected 9 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last inspection.

What is it like to attend this school?

Pupils are happy and safe. They behave exceptionally well in lessons and around the school. This means that no learning time is wasted. Relationships between staff and pupils are excellent. Discrimination or bullying are not tolerated. If bullying does take place, leaders deal with it swiftly and effectively.

Leaders and staff have high expectations for what pupils can achieve. Pupils do very well in the subjects that they study. They enjoy their lessons and regularly ask teachers questions to find out more. Pupils are focused on doing their best.

Pupils attend a wide range of additional clubs and activities. In the sixth form, there is an extensive enrichment programme. This includes activities such as debating, introductory courses to Russian and Italian and completing an accredited award in science. Sixth-form students contribute to the life of the school. For example, they act as buddies for pupils in Year 7. Overall, sixth form provision is outstanding.

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

Leaders have planned carefully the curriculum so that pupils' knowledge builds over time. It reflects the school's community and connects appropriately to pupils' interests. Leaders have made careful adaptations to the curriculum to address gaps in pupils' knowledge that were caused as a result of the COVID-19 pandemic.

The curriculum is ambitious for most pupils. However, in Years 7 and 8, a small number of pupils do not study modern foreign languages as part of their usual weekly timetable. This limits the breadth of the curriculum for these pupils in comparison to their peers.

Throughout Years 7 to 11, most pupils study the core academic subjects of mathematics, English, modern foreign languages, humanities and science. Alongside this, pupils also study a range of creative and performing arts subjects. Students in the sixth form select from a wide range of vocational and academic courses and achieve highly. They also learn about topics that are not examined. For example, students studying art are currently undertaking a life drawing project.

Across the school, teachers have strong subject knowledge. They explain things clearly and plan lessons carefully to help pupils learn the curriculum. Teachers routinely check what pupils are learning and use assessment well. Specially trained staff support pupils who cannot yet read fluently.

Pupils with special educational needs and/or disabilities (SEND) are typically well supported to access the curriculum. Leaders have developed clear plans that outline what specific support each pupil should get. For example, some pupils get help from subject specialist teaching assistants. However, these support plans are not

consistently implemented in lessons. This means that some pupils with SEND do not always receive the necessary support that they need.

Staff encourage pupils to be confident, responsible and independent. In their personal, social, health and economic (PSHE) education lessons, pupils learn about important issues, such as mental health, healthy living and people with protected characteristics. Pupils talked about these topics with sensitivity and respect. Students in the sixth form build on what they learned in Years 7 to 11. For example, they revisit and extend what they have learned about first aid, healthy relationships and financial planning.

Pupils behave exceptionally well. There are clear policies and expectations in place. These are well understood by teachers and pupils. Pupils are polite and courteous and always punctual to lessons. If pupils need specific help to manage their behaviour, dedicated pastoral support is available.

Students in the sixth form are very well prepared for their next steps. For example, all students get a mentor at the end of Year 12 to help them with applications. Lower down the school, pupils gain a variety of useful information about careers. This includes providers speaking to pupils about apprenticeships and vocational qualifications. The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships.

Governors have high expectations for pupils and provide effective support and challenge to leaders. Appropriate systems are in place to ensure that trustees are kept up to date with how the school is doing.

Staff are extremely proud to work at the school and appreciate leaders' efforts to reduce workload. They feel well supported by leaders and value the professional development that they get.

Safeguarding

The arrangements for safeguarding are effective.

All staff have received appropriate safeguarding training. Staff are clear on how to report safeguarding concerns and there are appropriate systems in place to enable this. Leaders take timely and appropriate action to address any concerns. When necessary, leaders work effectively with external agencies to keep pupils safe.

Leaders responsible for safeguarding meet regularly with pastoral leaders to share information about specific pupils. This allows leaders to identify pupils in need of help.

Leaders ensure that the PSHE curriculum is routinely updated and refined so that it is responsive to potential risks that pupils may face.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Sometimes, support for pupils with SEND does not take account of their specific needs as identified in their support plans. This means that some pupils with SEND do not receive the most appropriate support. Leaders should ensure that all staff implement the strategies listed in pupils' support plans to ensure that pupils' individual needs are met.
- Some pupils in Year 7 and Year 8 do not study a modern foreign language. Over the course of these two years, they are removed from their language lessons for additional literacy and numeracy. Leaders should ensure that all pupils in Years 7 and 8 study the full curriculum.

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 information from Ofsted Parent View 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 are the school and you are 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	136914
Local authority	Sutton
Inspection number	10205509
Type of school	Secondary
School category	Academy converter
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1684
Of which, number on roll in the sixth form	326
Appropriate authority	Board of trustees
Chair of governing body	Stephen Waring
Headteacher	Sarah Peacock
Website	www.glenthorne.sutton.sch.uk
Date of previous inspection	30 May 2012, under section 5 of the Education Act 2005

Information about this school

- A new headteacher was appointed in September 2021.
- The school uses two registered alternative providers.
- The school has a specially resourced provision for 28 pupils with autism spectrum disorder.

Information about this inspection

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

This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.

- Inspectors met with senior leaders, governors, trustees and the chief executive officer of the trust.
- Inspectors carried out deep dives in these subjects: history, mathematics, science, art and English. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also looked at curriculum plans, visited lessons and spoke to leaders about some other subjects, including PSHE.
- Inspectors held meetings with leaders responsible for safeguarding and checked the single central record. They also reviewed safeguarding documentation and spoke to pupils and staff.
- Inspectors reviewed SEND support plans and visited lessons to consider how these were being implemented.
- Inspectors spoke to a range of pupils from different year groups. They also considered pupils' responses to the online pupils' survey.
- Inspectors considered the responses of parents and carers to Ofsted Parent View.
- Inspectors considered the responses to the Ofsted survey for staff.

Inspection team

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