

# Inspection of Glenmead Primary School

Glenmead Road, Birmingham, West Midlands B44 8UQ

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Inspection dates: 14 and 15 June 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Requires improvement

## **What is it like to attend this school?**

Pupils enjoy school life at Glenmead Primary School. Leaders have high expectations of all pupils, including those with special educational needs and/or disabilities (SEND), and pupils rise to these expectations. Pupils take great delight in sharing their learning and talking about how teachers make their lessons fun. They talk enthusiastically about the books they read and the different authors that interest them.

Pupils know the school's rules of being 'ready, respectful and safe' and follow these. They concentrate on their learning and behave well. At playtime, everyone enjoys the array of equipment and sports organised by leaders and older pupils. Older pupils are eager to help the younger pupils and are proud to be play leaders at breaktimes and lunchtimes.

Pupils at this school feel safe and well cared for. Some pupils are trained as anti-bullying champions and report any issues should they arise. Bullying is rare and pupils know that adults will act to stop it straightaway if it happens. Pupils are confident that if they have any kind of worries, they can tell their teachers, who will help them.

Pupils enjoy the variety of trips, visits and clubs that the school has on offer.

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

Senior leaders, including governors, have been clear in their ambition for the school. This determination has been instrumental in the improvements seen since the previous inspection.

Leaders have carefully designed the curriculum. Topics for each term start with a question. The questions are designed to get the pupils really interested. Examples include, 'Why don't penguins need to fly?' and 'How is climate change affecting the world?'. In most subjects, the curriculum builds pupils' learning in a logical way and covers all aspects of the national curriculum. However, there remain a few subjects where leaders have not identified the essential knowledge that pupils must know and remember. Leaders have appropriate plans to rectify this.

Senior leaders provide high-quality training for all subject leaders. Most subject leaders support teachers well to develop their subject knowledge and to deliver the curriculum effectively. However, in a few subjects, some leaders do not monitor as well as they should, how successfully their subject is being taught. These leaders do not know what the strengths and next steps are in these subjects. Consequently, a few subjects are not delivered as well as they could be.

The school has prioritised reading. Leaders have introduced a new reading scheme. Staff benefit from high-quality training and they deliver the phonics curriculum confidently. Children in early years and pupils in key stage 1 learn new sounds in a

logical order. Pupils use the sounds they know to read books with confidence and increasing fluency.

Teachers make sure that the books that pupils take home precisely match the sounds that they have learned in class. This supports pupils to develop their confidence in reading. Pupils in key stages 1 and 2 who fall behind with their reading and phonics receive extra support to help them to catch up quickly. Staff have established consistent routines and make good use of resources. They make sure that pupils read frequently to an adult. Leaders ensure that pupils read a range of high-quality texts. Pupils use these texts to help develop their reading skills. Pupils enjoy hearing adults reading their favourite stories.

The mathematics curriculum is ambitious. It is coherently sequenced and has made clear the important information that pupils need to learn. Teachers build on this core knowledge in later years. Pupils can talk confidently about their learning in mathematics. Pupils demonstrate a wide range of mathematical knowledge and competence from an early age.

Staff support pupils with SEND well. Pupils' needs are identified well and specific actions are agreed to help pupils to progress. These pupils access the full curriculum and everything that the school has to offer.

The school offers a wide range of extra-curricular experiences for pupils. Pupils enjoy a variety of clubs, such as for athletics and forest school. Pupils talk enthusiastically about trips out of school, such as a recent visit to Woodlands and Ullswater. All pupils can take part in a performance to show parents and carers what they have learned.

Staff are proud to work at this school and agree that the school is well led and managed. This is because leaders, including governors, provide good support. Staff are very positive about the actions taken to reduce their workload.

Governors fulfil their roles well. They visit the school regularly and ensure that they are well informed. They use this information to question leaders about the school's performance.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders are determined to keep pupils safe. They have ensured that all staff have received appropriate training so that they can safeguard the pupils in their care. Staff are aware of their responsibilities to keep pupils safe. Staff report their concerns readily and leaders take effective action. This includes providing support in the school, as well as close work with external agencies. Leaders keep detailed records of their work to safeguard pupils. Through the curriculum, pupils learn about the dangers of speaking to strangers. They learn about how to keep themselves safe when online.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- The school curriculum is not yet sufficiently well planned and sequenced in a few subjects. As a result, pupils' knowledge and skills are not secure in these areas of the curriculum. It is clear from leaders' actions that they are in the process of bringing this about. For this reason, the transitional arrangements have been applied. Leaders need to complete the process of reviewing the curriculum in all subjects within their identified timescales.
- All leaders are given expectations of their role, support and training. However, not all subject leaders monitor the impact of their curriculum plans and actions with enough rigour. This means that these leaders do not have the information they need to make improvements to their curriculum area. Leaders need to ensure that examples of stronger subject leadership are shared. All subject leaders need to receive support to monitor and evaluate the impact of their curriculum area.

## 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

<b>Unique reference number</b>	103320
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10227525
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	316
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Brendan Hilton
<b>Headteacher</b>	Hilary Allan
<b>Website</b>	<a href="http://www.glenmead.bham.sch.uk">www.glenmead.bham.sch.uk</a>
<b>Date of previous inspection</b>	9 and 10 October 2018, under section 5 of the Education Act 2005

## Information about this school

- The school does not make any use of alternative provision.

## 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 had received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders, and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in early reading, mathematics, science, computing and geography. For each deep dive, inspectors met with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors met with the leader for early years and observed children in the setting.
- Inspectors listened to pupils read and talked to them about their reading.

- Inspectors observed pupils' behaviour in lessons and around school, including at lunchtime. Inspectors also met with groups of pupils to discuss their views of the school and personal development opportunities.
- To judge the effectiveness of safeguarding, inspectors scrutinised the records for the safer recruitment of staff and held a meeting with the designated safeguarding lead. Inspectors met with staff to check their understanding of safeguarding and the impact of any training received.
- Inspectors spoke with several members of staff, including those who have recently joined the teaching profession. They considered the responses from staff to the online inspection questionnaire.
- Inspectors spoke with parents at the start of the day and considered the responses, including written responses, to Ofsted Parent View, the online questionnaire.
- The views of pupils were also considered through discussions and the Ofsted online questionnaire for pupils.

### **Inspection team**

Lynda Townsend, lead inspector	Ofsted Inspector
Gail Brindley	Ofsted Inspector
Jane Edgerton	Ofsted Inspector

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