

Inspection of a good school: Glenfield Primary School

Stamford Street, Glenfield, Leicester, Leicestershire LE3 8DL

Inspection dates:

25 and 26 October 2022

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. The next inspection will therefore be a graded inspection.

What is it like to attend this school?

Pupils say that they enjoy school and feel safe. They value the school's caring atmosphere. Pupils benefit from opportunities to attend clubs and events. The school works closely with local sports organisations and professional athletes. Pupils say that they enjoy trying new arts and sports activities with their friends. They also appreciate the range of trips to sites of local interest and opportunities to meet writers.

Pupils generally behave well. They engage well with their teachers and are enthusiastic about their learning. During social times, pupils enjoy a range of outdoor activities. They appreciate the opportunity to become a class representative on the school council. Pupils say that teachers listen to their ideas and give praise when they demonstrate one of the school's core values. Staff ensure that pupils can appreciate the importance of healthy relationships, kindness, and respect.

The curriculum does not always provide pupils with the important knowledge and skills they need to progress well through school.

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

Leaders have ensured that the curriculum is broad and balanced. Pupils access the full range of national curriculum subjects. Staff provide opportunities for pupils to develop links between different curriculum areas. For example, staff encourage pupils to consider how to present data in both mathematics and science. The mathematics curriculum is clear and ambitious. Teachers plan activities that match what pupils know and can do. As a result, pupils can apply what they already know when tackling more complex problems. Leaders provide effective guidance to develop teachers' confidence and skills in mathematics.

In some other subjects, the curriculum is not always sufficiently ambitious for all pupils. Leaders have not consistently identified the key skills and knowledge that pupils should gain, and when. For example, in history and geography, there is not always enough time allocated in the curriculum for pupils to develop a deep understanding of important themes. Staff have not all received training to enable them to plan effectively or check what pupils know and remember. Staff do not have a secure overview of pupils' progress.

Leaders have ensured that there is a systematic programme for teaching early reading and phonics. Children in the early years learn to recognise and blend sounds as soon as they start school. Staff provide regular opportunities for pupils to practise their reading and writing. Staff encourage pupils to read from a rich variety of texts and authors. This enables pupils to develop independent reading choices. Leaders and staff promote a love of reading by maintaining well-stocked library areas and organising trips to the local library.

The curriculum for pupils' personal and social development is broad ranging and comprehensive. Pupils learn about events of local and international significance. These opportunities help pupils to develop an understanding of respect, tolerance and the principles of equality and diversity. The school's pastoral team provides care and support for pupils, including for their emotional health and well-being.

The provision for pupils with special educational needs and/or disabilities (SEND) who are in the specially resourced provision for pupils with SEND (specially resourced provision) is effective. Staff ensure that they provide activities that meet pupils' specific needs. The resources in the specially resourced provision are of high quality. As a result, pupils are enthusiastic learners. Elsewhere in the school, pupils with SEND do not always receive effective support. Staff do not consistently ensure that they adapt the curriculum to meet the needs of pupils with SEND.

Leaders have ensured that the early years curriculum is ambitious for all children. Staff help children develop their knowledge and skills in early reading, writing and mathematics, including in the outdoor area. For example, children enjoy learning to form letters in chalk and sand. They can access and enjoy a wide range of books. Staff provide activities to support children's development across all areas of learning. For example, some children were learning about pathways in a computer programme. Others were talking about the seasonal changes that occur when autumn arrives.

Staff say that leaders and governors place a high priority on their workload and well-being. Staff value the support and care they receive.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have developed a range of policies which establish clear processes designed to keep children safe. Staff receive the necessary training to ensure that they can identify pupils who are at risk of harm. Leaders work with external partners to secure appropriate help for pupils and families. Systems for recording and reporting are robust. Pupils learn

about how to keep themselves safe, including online. Leaders make appropriate arrangements to ensure that staff's pre-employment checks are effective. Supervision of pupils in social times and around the school site is effective. Systems for checking the reasons for pupils' absence are strong.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have not ensured that the curriculum is coherently planned and sequenced in all subjects. In the foundation subjects, the curriculum is not consistently ambitious for all pupils. It does not set out precisely what pupils should know, and be able to do, from the early years to Year 6. Some subject leaders lack the training and expertise to fulfil their roles. They do not have a secure overview of their subjects. Leaders should ensure that subject leadership is strong and that the curriculum enables pupils to know and remember more in all subjects as they progress through the school.
- Leaders have not ensured that teachers use assessment well. Staff are unclear about what they should assess and when. As a result, information on how well pupils develop secure knowledge and skills is not always used meaningfully to inform teachers' planning. Leaders should ensure that teachers use assessment effectively to enable pupils to understand, and remember long term, what they have been taught.
- Leaders have not ensured that the curriculum is successfully designed and adapted to meet the needs of pupils with SEND in all parts of the school. Pupils' specific needs are not always clearly identified and mapped out. As a result, staff are not always certain about the strategies they should use to support pupils. Pupils do not consistently receive the support they require, matched to their precise needs. Leaders should ensure that all pupils with SEND can access the full curriculum and achieve the best possible outcomes.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in June 2017.

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.

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	140608
Local authority	Leicestershire
Inspection number	10240804
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Number of pupils on the school roll	406
Appropriate authority	Board of trustees
Chair of trust	Sarah Richards
Headteacher	Kathy Martin
Website	www.glenfield.leics.sch.uk
Date of previous inspection	13 and 14 June 2017, under section 5 of the Education Act 2005

Information about this school

- The school works in partnership with two other schools that are members of The Scholars Academy Trust.
- The school hosts a specially resourced provision for pupils aged five to 11 years with speech, language and communication difficulties. There are currently 21 pupils in the provision.
- The school currently uses one registered alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in her evaluation of the school.
- The inspector met with senior staff and governors. She carried out deep dives in these subjects: early reading, mathematics, history and computing. For each deep dive, the inspector discussed the curriculum 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. The inspector also considered curriculum plans for other subjects.
- To inspect safeguarding, the inspector considered records of concerns and incidents, information about safer recruitment and the safety of the school site. The inspector

also considered the views of staff and pupils on standards of pupils' behaviour and conduct in school.

- The inspector considered information about the school's wider curriculum, including trips and visits and opportunities for pupils to meet with external visitors.
- The inspector considered comments made by parents in response to Ofsted's survey, Ofsted Parent View.
- The inspector also considered the steps taken by leaders, including governors, to manage staff's workload and promote their wellbeing.

Inspection team

Emma Hollis-Brown, lead inspector

Ofsted Inspector

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