

Inspection of Glenbrook Spencer Academy

Wigman Road, Bilborough, Nottingham, Nottinghamshire NG8 4PB

Inspection dates: 2 and 3 November 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Leaders are very ambitious for all pupils to do well. The aspirational 'Going for Gold' motto is at the heart of school life. Pupils strive to achieve gold medals for showing their 'PLACE' values (Pushing Potential, Love of Learning, Awesome Attitude, Collective Community and Exceeding Expectations). Pupils are happy and proud to be part of Glenbrook Spencer Academy. As one pupil told inspectors, 'This is the PLACE to be! It's true though!'

Pupils feel safe in school. They told inspectors, 'Everyone is protected here.' Pupils know there is support on hand if they need it. There are 'Worry Monsters' in every class where they can share their concerns. Pupils told inspectors, 'We have a school counsellor who helps us with whatever issues we might have.'

Pupils behave well in lessons. Classrooms are calm places where they can focus on learning. Pupils know 'Glenbrook's Golden Rules'. They understand why it is important to be 'ready, respectful and safe'. If they break the rules, pupils know that adults will help them to learn from the experience and make things better. Pupils use the acronym 'STOP' (Several Times On Purpose) to help them remember what bullying is. They know adults will always deal with bullying if it occurs.

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

The curriculum at Glenbrook has been well designed. Leaders have thought carefully about the knowledge and vocabulary they want pupils to gain. Every subject has been planned in small, logical steps. High-quality texts are an important part of the curriculum. The academy's 'Reading Spine' sets out the books that pupils will read in each year group. Pupils enjoy these stories, and they learn lots from reading them. For example, Year 6 pupils referenced the story 'Wonder' when sharing their views on inclusion and celebrating differences.

Teachers have good subject knowledge. They use technology effectively to support pupils' learning. This approach motivates pupils and helps them to focus on their work. Pupils are taught about British values. Teachers adapt their lessons so that pupils with special educational needs and/or disabilities (SEND) are fully included in all parts of the curriculum. However, sometimes, teachers do not check on pupils' learning as precisely as they need to across the curriculum. Occasionally, they do not show pupils exactly what to do. Some pupils do not gain a clear understanding of what they are learning or remember sufficient details about what they have been taught before.

Leaders do everything they can to help pupils to learn to read as soon as possible. Staff have been well trained to teach phonics. Children start learning letter sounds as soon as they start at Glenbrook. Phonics is taught in a systematic way. There is a common approach to the teaching of reading comprehension as well. If anyone struggles, they are quickly given additional support. Pupils are given books that

match the letter sounds they know so they can become fluent and confident readers. Older pupils are very positive about the benefits of their daily 'Reading Plus' sessions. Pupils are motivated by the school's 'Reading Race'. It is encouraging more pupils to read in their own time.

Leaders ensure that staff focus on developing pupils' spoken language. Children in the early years benefit from listening to stories and having conversations with adults. Teachers encourage pupils to explain themselves clearly using precise, technical language. For example, Year 3 pupils confidently use technical terms such as 'algorithm' and 'debugging' in their computing lessons. Pupils take part in discussions to develop their speaking and listening skills. They learn how to hold conversations and debate with each other. In geography lessons, for instance, Year 6 pupils listen to other's views respectfully and challenge each other sensitively.

Leaders are committed to all pupils having high rates of attendance. They have recently reviewed their absence procedures to prevent pupils missing time at school. This new approach is beginning to show improvements. However, reducing persistent absence for disadvantaged pupils remains a priority for leaders.

Leaders ensure that pupils get a wide range of experiences to broaden their horizons. The curriculum is brought to life by trips and visitors. Leaders listen to pupils' views and arrange clubs for the things they are interested in. Pupils are taught about diversity and discrimination. They display friendly, welcoming and inclusive attitudes.

Staff enjoy working at the academy and they feel well supported by leaders. They appreciate the consideration given to their workload and the opportunities to develop their career.

Safeguarding

The arrangements for safeguarding are effective.

All staff understand their role in keeping pupils safe. They know what to look out for and how to report concerns. Record-keeping is detailed. Leaders ensure that pupils get the help they need. Glenbrook's lead practitioner for safeguarding makes sure all concerns about pupil welfare are acted on and followed up. Those with responsibility for safeguarding hold other agencies to account and make sure pupils get the support that they need. The trust carries out checks to make sure procedures are effective. Pupils are taught how to keep themselves safe. They know what to do if they feel unsafe or something makes them feel uncomfortable.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some teachers do not check on pupils' learning as precisely as they need to. Sometimes, staff do not show pupils exactly what they need to do. Some pupils do not secure the depth of knowledge they need across the curriculum, including about British values. Leaders must closely monitor the implementation of the curriculum, so it is delivered consistently well by all teachers and results in all pupils remembering the important knowledge that has been planned.

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	140548
Local authority	Nottingham
Inspection number	10227258
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	397
Appropriate authority	Board of trustees
Chair	Paul Archer
Principal	Thomas Stockwell
Website	www.glenbrooknottingham.org.uk/
Date of previous inspection	7 and 8 February 2017, under section 5 of the Education Act 2005

Information about this school

- The principal took up his post in September 2021.
- The school uses one registered alternative off-site provider.

Information about this inspection

The inspector(s) carried out this graded 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.
- The inspectors carried out deep dives in reading, mathematics, science, computing and geography. For the deep dives, inspectors discussed the curriculum with subject leaders, visited lessons, spoke to teachers and pupils, and looked at samples of pupils' work.
- Inspectors met with the principal, curriculum leaders and a sample of teaching and support staff. Inspectors met with the leaders responsible for the early years,

pupils with SEND, disadvantaged pupils, behaviour, attendance and personal development.

- The lead inspector met with the designated leader for safeguarding to discuss the actions taken to keep pupils safe. The lead inspector reviewed a range of documents, including the school's single central record.
- Inspectors examined a range of school documentation, including leaders' self-evaluation, improvement plans, records of governance and documentation relating to attendance and pupils' behaviour.
- The lead inspector listened to a sample of pupils in Year 1, Year 2 and Year 3 read to a familiar adult. Inspectors met with groups of pupils from across the school.
- The lead inspector met with those responsible for governance, as well as senior staff from the multi-academy trust.
- Inspectors considered the responses to Ofsted's online questionnaire, Ofsted Parent View, and considered the results of the Ofsted staff questionnaire.

Inspection team

Shaun Carter, lead inspector

His Majesty's Inspector

Caroline Evans

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