

Inspection of a good school: Glade Hill Primary & Nursery School

Chippenham Road, Bestwood Park, Nottingham, Nottinghamshire NG5 5TA

Inspection dates:

8 and 9 November 2022

Outcome

Glade Hill Primary & Nursery School continues to be a good school.

What is it like to attend this school?

Glade Hill is a place where relationships are nurtured. It is a happy and safe place for pupils to learn in. Pupils say their teachers are 'dedicated'. One pupil commented that it is a place where 'we are treated with respect and equality, regardless of our background'. Pupils appreciate the way adults check in with them 'when things are not going right'.

The school's motto of 'SPARKLE' permeates through the life of the school. Pupils understand the rules, and some apply these in their life outside of school. They play well together and make sure that no one is left out. They recognise what makes a good friend. Pupils understand what bullying is. They know that any rare instances will be dealt with quickly. Those who require additional support to regulate their behaviour receive extra support.

Parents and carers commented that the school is 'a family' and is 'inclusive'. However, some parents have concerns that the school's wider curriculum offer is too narrow.

Pupils enjoy the school's reading challenges because it gives them opportunities to read a wide range of literature. However, some pupils' knowledge of other curriculum areas is not quite as well developed.

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

Leaders have developed a broad and balanced curriculum. They continue to refine it and ensure that the key knowledge is clearly outlined. In some subjects, leaders have prioritised some aspects of the subject that pupils find tricky. For example, in mathematics, geometry is taught throughout the year so pupils can recall the key knowledge frequently.

Some curriculum leaders support teachers to understand how to deliver a subject precisely. This helps teachers to check on how well pupils are knowing and remembering

a subject. However, this is not consistent. In some subjects, some pupils' recall disconnected facts or confuse knowledge between curriculum areas.

Leaders want every child to be a successful reader. Pupils are provided with opportunities to read throughout the curriculum. The school's early reading programme is new. All staff receive ongoing training to understand how to deliver the programme. Leaders check that all adults implement the new reading programme precisely. Most reading books are well matched to pupils' stages of reading development. Pupils who do not read often, or who require additional support to learn to read, receive extra help in school.

Pupils with special educational needs and/or disabilities (SEND) are included in all aspects of school life. Where possible, leaders ensure that pupils with SEND learn the same things as their peers. Teachers provide additional lessons to revisit key concepts and ideas. This helps pupils to become increasingly independent in using what they have learned. Pupils with a higher level of need access the school's internal resource rooms. They receive a bespoke plan that meets their needs.

The school's early years environment is bright and welcoming. Children settle well and are developing their understanding of routines and expectations. Relationships are strong. However, adults do not always help children who have gaps in their early development to catch up quickly.

Pupils understand that we live in a democratic society. They learn to value different viewpoints. They know that there are different types of families in modern Britain. Older pupils learn about the effects of drugs and alcohol on the human body. Others enjoy debating and explaining their ideas. Leaders provide some opportunities for pupils to take part in sports competitions. However, the school's wider offer to nurture and develop pupils' talents and interests is limited.

Governors know the school well. They fulfil their statutory responsibilities. Staff are overwhelmingly positive about leaders' actions to support their well-being and workload. They appreciate the additional time they receive to fulfil their leadership roles.

Safeguarding

The arrangements for safeguarding are effective.

Pupils' well-being and safety are given high priority. Leaders are alert to local issues. All staff are vigilant and look for any signs that may indicate a pupil may be at risk of harm. Staff receive regular training to ensure their knowledge of safeguarding is secure. They quickly report any concerns they may have. Leaders ensure that pupils receive the right support from external agencies, if they need it.

Pupils learn how to keep themselves safe. They know how to report any concerns they may have online. They have an age-appropriate understanding of healthy relationships.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have not ensured that teachers check carefully enough what pupils know and can do, including in the early years. Teachers cannot reliably plan next steps in learning and ensure pupils are remembering what they have been taught. Leaders must ensure that all staff have the expertise to teach the school's curriculum accurately and precisely. They must check that the implementation of all subjects helps pupils know and remember more.
- Leaders do not provide sufficient opportunities to nurture, develop and stretch pupils' talents and interests through the wider personal development programme. This inhibits pupils from receiving rich experiences to develop their knowledge and understanding beyond the academic curriculum. Leaders need to ensure that all pupils, including the most disadvantaged, receive a range of opportunities to nurture their talents and interests.

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 second ungraded inspection since we judged the school to be good in June 2013.

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	122561
Local authority	Nottingham
Inspection number	10227266
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	428
Appropriate authority	The governing body
Chair of governing body	Rupert Boddington
Headteacher	Anna Stapleton
Website	www.gladehill.nottingham.sch.uk
Date of previous inspection	9 February 2017, under section 8 of the Education Act 2005

Information about this school

- Since the last inspection, there have been significant changes in leadership. A new headteacher, special educational needs and disabilities coordinator and early years leaders were appointed in September 2022.
- The school has increased its pupil capacity in recent years. It is now a two-form entry school.
- The school has two internal enhanced resource units which cater for pupils with education, health and care plans and those with significant SEND.
- The school does not use any alternative providers.

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 the headteacher and three members of the local governing body, including the chair of governors. Meetings were also held with subject leaders

and members of staff. A telephone conversation was held with a representative of the local authority school improvement team.

- Deep dives were completed in the following subjects: reading, mathematics and religious education. For each deep dive, the inspector met with subject leaders, visited lessons, talked to pupils and looked at pupils' work. Pupils were observed reading to a member of staff. Aspects of the school's art and design curriculum were also sampled.
- The inspector visited the school's early years provision and the school's two internal enhanced units for pupils with more complex SEND.
- To evaluate the effectiveness of safeguarding, the inspector spoke to staff and pupils. Meetings were held with the designated safeguarding leads to review records and the actions taken. The inspector also reviewed the checks made to ensure that adults employed by the school are safe to work with children.
- The inspector observed pupils' behaviour in lessons and around the school, including during social times. Discussions were held with pupils and staff about their views on behaviour in the school.
- Inspectors considered responses from parents to Ofsted's online survey and spoke to parents at the end of the school day.

Inspection team

Shaheen Hussain, lead inspector

His Majesty's Inspector

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