

# Inspection of Glen Park Primary School

Glen Road, Plympton, Plymouth, Devon PL7 2DE

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Inspection dates: 8 and 9 February 2023

## **Overall effectiveness**

**Outstanding**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Early years provision

**Outstanding**

Previous inspection grade

Good

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

Pupils at Glen Park Primary School love to learn. The school's motto, 'Success for all, through learning together', is turned into reality throughout the school. Pupils have a thirst for knowledge and are ambitious for themselves. They work hard in lessons and take pride in their work. From Reception onwards, children learn how to overcome difficulties. Consequently, pupils develop resilience and motivation for learning.

Pupils consistently meet the high expectations that adults have of them. All pupils, including those with special educational needs and/or disabilities (SEND), have their needs met particularly well. Pupils know and follow the school routines well. Bullying is rare. Pupils know that if it were to happen, adults would deal with it quickly.

Pupils understand the importance of fairness and mutual respect. As a result, they learn in a calm and productive environment.

The way that staff nurture pupils' well-being is a strength of the school. Pupils talk openly about how they look after their own mental health. They are proud of their contribution to initiatives such as the well-being garden, in which they support one another to be happy and ready to learn.

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

Leaders at all levels are inspirational. Their focus on ensuring that every pupil receives the highest quality of education is relentless. Leaders are not complacent. They continually evaluate and adapt the curriculum to ensure it fully meets the needs of pupils, including those with SEND. As a result, pupils learn exceptionally well.

Leaders have created a highly ambitious curriculum. The curriculum ensures that pupils acquire the knowledge and skills they need to succeed in life. Leaders have identified and sequenced the precise knowledge they want pupils to learn so that they build on what they already know and can do. Pupils learn subject-specific knowledge and use this well to make links with other learning. For example, in history, pupils use their knowledge of invasion across different time periods with accuracy. This prepares them well for learning about the Battle of Britain during World War Two.

Teachers ensure that pupils do not try to complete complex tasks all at once. Pupils learn how to master individual techniques through practice before using them on more complicated tasks. For example, in art, pupils try different skills, and reflect on them, before going on to produce exceptional artwork. They can describe in detail the techniques they use and the impact these have on the quality of their final pieces of work.

All staff ensure that reading is at the heart of the curriculum. Pupils love to listen to stories of increasing complexity. They appreciate the wide range of interesting books they can choose from. Pupils are highly motivated by the approach to encouraging reading, especially the book vending machine. Children in Reception make an excellent start in learning to read. This continues as they move through the school. Pupils progress securely through the phonics programme. Staff are highly skilled, and are quick to spot any pupils at risk of falling behind.

Leaders ensure that support for pupils with SEND, or for those who need to catch up, is accurately matched to their needs. Teachers are ambitious for these pupils. They skilfully remove barriers to their learning so that they learn exceptionally well.

Leaders consistently promote the personal development of all pupils. Themes such as diversity and equality are woven throughout the curriculum. Pupils have opportunities to take responsibility, which they do with pride. Links with local and global bodies enable pupils to develop a sense of community and citizenship.

Leaders, including in the trust, invest in their staff. Teachers have good subject knowledge in the subjects they teach. This contributes significantly to their well-being and expertise. Morale is high. Staff feel valued and proud to work at the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure that safeguarding is everyone's responsibility. All staff are well informed about the signs of abuse. Staff use systems for recording and reporting concerns effectively. This enables leaders to identify pupils who might be at risk. Leaders work with a range of outside agencies to ensure pupils and families get the help they need. Leaders challenge decisions and escalate concerns when they believe pupils remain at risk.

Pupils feel safe. They know how to raise a concern, and trust adults to listen. They learn about a range of ways to keep themselves safe, including when using the internet.

## **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

<b>Unique reference number</b>	143067
<b>Local authority</b>	Plymouth
<b>Inspection number</b>	10227514
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	410
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Iain Grafton
<b>Headteacher</b>	Anthony Hutchings
<b>Website</b>	<a href="http://www.glenpark.plymouth.sch.uk">www.glenpark.plymouth.sch.uk</a>
<b>Date of previous inspection</b>	16 May 2019, under section 8 of the Education Act 2005

## Information about this school

- The school does not use any alternative providers.

## Information about this inspection

The inspectors 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. 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 these subjects: early reading, mathematics, science, geography and physical education. For each deep dive, inspectors 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.
- Inspectors held meetings with the headteacher, the deputy headteacher, the special educational needs coordinator, curriculum leaders, and teaching and

support staff. Inspectors also spoke with the director of education from the trust and the chair of the trust board.

- The lead inspector met with the designated safeguarding leads to discuss how they keep pupils safe in school. Inspectors considered the school's recruitment procedures, staff induction and training, records of concerns and engagement with external agencies. They also spoke with staff and pupils throughout the inspection.
- The lead inspector listened to pupils read to an adult.
- Inspectors observed pupils' behaviour in lessons and around the school site. In addition, they met with pupils informally and formally to hear their views.
- Inspectors considered responses to Ofsted's online questionnaire, Ofsted Parent View, including free-text responses. Inspectors also took into consideration responses to the staff and pupil surveys.
- Inspectors examined a range of documentation provided by the school, including the school's self-evaluation document and improvement plan, and documentation relating to safeguarding.

### **Inspection team**

Angela Folland, lead inspector	His Majesty's Inspector
Matthew Shirley	Ofsted Inspector
Sally Hannaford	Ofsted Inspector

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