

Inspection of a good school: The Glapton Academy

Glapton Lane, Clifton, Nottingham, Nottinghamshire NG11 8EA

Inspection dates:

28 and 29 March 2023

Outcome

The Glapton Academy continues to be a good school.

What is it like to attend this school?

Pupils say that they feel happy and safe at this inclusive school. Pupils and staff enjoy being part of the 'Glapton family'.

The headteacher and staff want the very best for all pupils. They are determined that pupils will achieve well. Pupils know this. They rise to their teachers' high expectations of them. Pupils are confident, happy and keen to learn. They achieve well. In the words of one pupil, 'Lessons are challenging and help us see how far we can go.' The youngest children get off to a strong start.

Pupils have 'marvellous manners'. They behave consistently well. The 'behaviour blueprint and language protocol' has strengthened the way that pupils learn to behave. Staff model the language they want pupils to learn. Pupils use this well.

Pupils understand what bullying is and know the different forms that it can take. Incidents of bullying are rare. Leaders take swift action to deal with incidents if they do occur.

Pupils are prepared well for life after primary school. They learn how to contribute to society. For example, they have opportunities to gain leadership skills as part of several pupil groups, including the eco-team, assembly action group or library team.

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

Leaders have designed a broad and ambitious curriculum for all pupils. It is well planned. Leaders have identified the important vocabulary that pupils need to learn. For example, in mathematics, pupils learn to 'speak like a mathematician'. However, in a small number

of subjects, the curriculum does not systematically build upon what pupils have learned previously. As a result, some pupils struggle to recall what they have learned over time.

Teachers have strong subject knowledge. They deliver the curriculum well. They use 'flashbacks' and quizzes to check on what pupils know before starting new lessons. They make sure that pupils who are at risk of falling behind keep up with their peers.

Leaders prioritise reading. They have implemented a new phonics programme well. They have provided high-quality training for staff. As a result, staff have an expert knowledge of phonics. They teach it well. Children are taught to read from the start of the Reception Year. Pupils who find reading difficult get the help they need to catch up. Pupils' love of reading is evident across the school. Staff say that 'reading is the bedrock of everything'.

The early years curriculum is well planned and sequenced. It identifies the small steps of knowledge that children should acquire at each stage. Teachers make sure that children secure this knowledge. Children are prepared well for the next stage of their education.

Leaders ensure that staff understand the needs of pupils with special educational needs and/or disabilities (SEND). In most lessons, these pupils achieve well. However, in a small number of cases, teachers do not adapt lessons carefully enough for pupils with SEND. In these instances, pupils do not acquire knowledge as well as their peers.

Classrooms are calm and focused. Pupils enjoy learning. Low-level disruption is rare. Staff apply the school's behaviour policy fairly and consistently. They teach pupils about the importance of making good choices. As a result, pupils understand the school's high expectations for behaviour and stick to them. They say that good behaviour is important because it helps them to learn. They are polite and considerate.

Pupils learn about equality and diversity. They talk knowledgeably about different religions, cultures and the protected characteristics. They show respect and tolerance for other people's views and beliefs. Pupils say that school is a place where everyone is welcome, regardless of any differences they may have.

Enrichment activities, such as trips and visits, support pupils' wider development. At lunchtime and after school, pupils make good use of the clubs on offer, including choir, cross-country, basketball, gymnastics, football and dodgeball.

Leaders ensure that staff, especially those new to the profession, have the support and training that they need. Staff enjoy working at the school. They say that leaders listen and care. Governors challenge leaders and fulfil their duties well. Governors and leaders receive strong support from the trust.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have established a strong culture of safeguarding. They have made sure that staff recognise signs that a pupil or their family may need support. Leaders act on any concerns quickly. They work effectively with external agencies to make sure pupils get the help they need.

Pupils know that staff will help them if needed. Pupils are taught about risks they may encounter and how to overcome them. They know how to stay safe online.

Leaders, including governors, have a detailed oversight of safeguarding. Records are detailed and fit for purpose.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, the curriculum does not systematically build upon what pupils have learned previously. As a result, some pupils struggle to recall what they have learned over time. Leaders should ensure that, across all subjects, the curriculum systematically builds upon what pupils have learned previously and that it results in pupils consistently remembering content.
- In a small number of cases, teachers do not adapt lessons carefully enough for pupils with SEND. In these instances, pupils do not acquire knowledge as well as their peers. Leaders should ensure that teachers carefully meet the needs of pupils with SEND so that they follow the curriculum as well as their peers.

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 predecessor school, Glapton Primary and Nursery 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	140239
Local authority	Nottingham
Inspection number	10211541
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	398
Appropriate authority	Board of trustees
Chair of governing body	Martyn Turner
Headteacher	Cal Hurst
Website	www.glaptonacademy.co.uk
Date of previous inspection	27 September 2016, under section 8 of the Education Act 2005

Information about this school

- The school runs a breakfast and after-school care club for pupils who attend the school.
- The school does not use any alternative provision to educate pupils.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspector carried out deep dives in these subjects: early reading, mathematics and history. 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.
- The inspector listened to some pupils read to a familiar adult.

- The inspector looked at subject plans, reviewed a sample of pupils' work and spoke with pupils and leaders about some other subjects.
- The inspector met with the designated safeguarding lead to discuss the actions taken to keep pupils safe. They reviewed a range of documents, including the school's single central record.
- The inspector met with leaders responsible for behaviour, personal development, the early years and the provision for pupils with SEND.
- The inspector met with groups of pupils from key stages 1 and 2. They spoke informally to pupils outside at breaktimes.
- The inspector reviewed a range of documents, including the school's self-evaluation and improvement plan.
- The inspector met with the chair of the governing board and the deputy CEO of L.E.A.D. Academy Trust.
- The inspector considered the responses to Ofsted's Parent View survey and the results of the Ofsted staff questionnaire.

Inspection team

Alison Talbot, lead inspector

Ofsted Inspector

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