

Inspection of a good school: The Globe Primary Academy

Irene Avenue, Lancing, West Sussex BN15 9NZ

Inspection dates:

28 and 29 March 2023

Outcome

The Globe Primary Academy continues to be a good school.

What is it like to attend this school?

Pupils talk about their inclusive and nurturing school with enthusiasm. They say that their school is a kind school, where everyone is included, and everyone looks after each other. Pupils know that if they make a mistake, staff will respond with kindness and help them put things right.

Children begin to learn the school values of resilience, aspiration, responsibility and enjoyment right from the start of early years. When pupils struggle to demonstrate these values, they get the support that they need to improve their behaviour. Pupils' positive behaviour is recognised and celebrated through team and individual 'VIP' reward points. Bullying is rare. Pupils are confident that staff take the right action if they report bullying.

Staff have high expectations for every child. Changes have been made to the curriculum this year to ensure that every pupil gets the support that they need to achieve well. Most pupils have very positive attitudes to reading and learning.

Pupils feel very lucky to have a swimming pool on site, and benefit from regular lessons throughout the year. They enjoy the wide range of clubs on offer, including a 'Glee' performing arts club and a knitting club. Pupils are proud to represent their school in football and netball tournaments.

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

Leaders ensure that pupils study a broad and engaging curriculum. Following the pandemic, however, leaders recognised that the curriculum needed further strengthening in a number of subjects.

Development work is further along in some subjects, including mathematics. In these subjects, leaders have designed the curriculum with the needs of all pupils, including pupils with special educational needs and/or disabilities (SEND), in mind. Learning has been broken down carefully and sequenced towards clear end points. Teachers have good

subject knowledge and explain learning clearly to pupils. The work that they give to pupils helps them to learn the intended curriculum. In general, teachers use formative assessment well to check pupils' understanding in these subjects. Teachers are aware of gaps in pupils' knowledge and understanding, and address these. As a result, pupils now achieve well.

Leaders' work to develop other subjects is progressing steadily but is at an earlier stage. They have introduced ambitious new curriculums in these subjects. However, there are aspects that still need refining. For example, in design technology, leaders have not thought carefully enough about the technical knowledge and skills pupils need to learn to be able to make high-quality products. Teachers' subject knowledge is less secure in some foundation subjects. On occasion, this leads to teachers planning less-ambitious work for pupils. In all subjects, leaders have thought very carefully about the vocabulary they want children to learn right from the start of Reception.

Leaders ensure that reading has a high profile in the school. Most older pupils talk knowledgeably about the books that they enjoy. Leaders have carefully selected books that enhance the school's wider curriculum. For example, to support the school's personal development programme, pupils of all ages have read books that help them to understand why food banks exist.

Prior to this academic year, staff had not been retrained in the teaching of early reading for a significant period. Weaker readers did not get the right teaching and support. Following training in November, staff now have more expertise in the teaching of phonics. There is support in place for those who have fallen behind. However, leaders recognise that there is more work to do to further strengthen the teaching of early reading and ensure that all pupils learn to read successfully.

Low-level disruption is rare. Leaders know, however, that routines for younger pupils need continued work. This is, in part, because of the impact of the pandemic. However, it is also because routines in phonics, for example, are new and expectations of what pupils can achieve have been raised.

Leaders recognise the importance of early identification of SEND, and work carefully with the early years team. Leaders ensure that pupils get the emotional and well-being support they need to thrive at school. This has been particularly important following the pandemic.

Leaders have developed a coherent programme to support pupils' personal development. This includes a coherent curriculum for personal, social and health education (PSHE) and relationships and sex education (RSE). They have set out a programme of experiences that they want pupils to have before they leave the school. In Year 5, for example, pupils enjoy a 'seeds to supper' project, growing vegetables from seeds and then cooking with the vegetables that they have grown.

Executive leaders within the multi-academy trust support school leaders well. The board of trustees have a clear understanding of their statutory duties. A local governing board is being re-established, following the appointment of a new chair in July 2022.

Safeguarding

The arrangements for safeguarding are effective.

Leaders train staff well to ensure that they understand how to identify pupils who need early help, who are at risk of abuse, or who have been harmed. Staff recognise the importance of noticing the little things, which might not be worrying on their own, but when put together with other information, do raise a concern. Leaders responsible for safeguarding ensure that pupils get the help they need. They take advice from and refer to safeguarding partners appropriately. Leaders ensure that they follow safer recruitment guidance, including carrying out the right checks on staff. Safeguarding concerns about staff are appropriately managed. Pupils learn to keep themselves safe online and in their wider lives. They know how to get help if they need it.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Pupils who struggle to learn to read do not consistently get the right support from sufficiently expert staff. Insufficient practise reading and rereading decodable books means that pupils do not develop their reading fluency. Leaders should continue to develop the expertise of all staff in the teaching of early reading so that every pupil receives precisely the right help, including sufficient practice in applying their knowledge of phonics to reading.
- In some foundation subjects, not all aspects of the curriculum have been thought through carefully enough to ensure that pupils make clear progress towards clearly defined end points. In these subjects, it is not always clear what pupils need to learn in order to access the next stage of the curriculum. The work that pupils produce in these subjects is not of a consistently high standard. Leaders need to continue their work to strengthen the curriculum in the foundation subjects.

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 September 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

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| Unique reference number | 141348 |
| Local authority | West Sussex |
| Inspection number | 10242042 |
| Type of school | Primary |
| School category | Academy sponsor-led |
| Age range of pupils | 4 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 433 |
| Appropriate authority | Board of trustees |
| Chair | Gavin Robert |
| Headteacher | Yvonne Kidd |
| Website | www.theglobeprimary.co.uk |
| Date of previous inspection | 20 and 21 September 2017, under section 5 of the Education Act 2005 |

Information about this school

- The headteacher was appointed as head of school in September 2019, and became the headteacher in September 2021.
- The school is not using any alternative provision.
- The school operates a breakfast and after-school club for pupils.

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 their evaluation of the school.
- The inspector met with the headteacher, other members of the leadership team, and a number of executive leaders within the multi-academy trust, including the deputy director of education.
- The inspector met with a trustee and the chair of the local governing board.
- The inspector carried out deep dives in these subjects: reading, mathematics and design technology. Within the deep dives, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some

pupils about their learning and looked at samples of pupils' work. For the reading deep dive, the inspector listened to pupils in Years 1 to 3 reading.

- The inspector also spoke to leaders, teachers and pupils about the curriculum in other subjects, including PSHE and RSE. The inspector also looked at pupils' work in a number of additional subjects, including English, history and geography.
- To inspect safeguarding, the inspector checked the single central record, reviewed safeguarding records and spoke to leaders, staff and pupils. The inspector considered how well the school manages safer recruitment and how it manages allegations about adults.
- The inspector reviewed a range of documentation, including the school's self-evaluation and school development plans, analysis of behaviour incidents and behaviour support plans.
- The inspector talked to pupils about their learning, what behaviour is like at the school and whether they felt safe.
- The inspector reviewed responses to the staff survey and responses to the parent survey, including the free-text comments. The inspector spoke to parents at the gate on the morning of day two of the inspection.

Inspection team

Alice Roberts, lead inspector

His Majesty's Inspector

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