

# Inspection of Glenwood School

Washington Road, Emsworth, Hampshire PO10 7NN

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Inspection dates: 31 October and 1 November 2023

## **Overall effectiveness**

**Good**

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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Previous inspection grade

Requires improvement

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

The school has high expectations for what pupils can achieve. They are encouraged to 'be your best you' at all times. Pupils' education, health and care (EHC) plans are central to realising this. The calm and purposeful atmosphere supports pupils' learning effectively. They work hard, behave well and are ambitious for the future.

Pupils are valued as unique individuals and are proud to be part of this vibrant and nurturing school. There is a tangible sense of belonging here. Each morning, pupils are greeted warmly by staff, who know them well. Pupils feel safe because of the strong and trusting relationships staff form with them. Consequently, pupils truly flourish in all areas of their learning.

Pupils are kind, empathetic and respectful towards each other. Breaktimes are well-ordered and sociable occasions. Pupils mix happily together, playing football, using the outdoor gym equipment or catching up with their friends. They enjoy the extra opportunities, trips and visits they experience. Pupils take part enthusiastically in events such as activities weeks, sports day and outings to the local area. They also relish the 'life skills programme'. Pupils value how visits to the local shops help them to learn about finance and develop their independence.

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

The school's determination to ensure that pupils succeed and are 'well prepared for the world outside of Glenwood' shines through all areas. Communication between staff is highly effective. Each pupil's individual needs, including those outlined in their EHC plan, are known, considered and met successfully. Older pupils achieve a range of nationally accredited courses suited to their interests and abilities. They are well prepared for the next stage of their education.

The curriculum is broad and ambitious. It has been constructed carefully around what pupils need to know and remember well. In the past few years, improvements to the curriculum have ensured greater precision about the knowledge and skills pupils should learn in each subject. This means that teachers are clearer about what to teach and when. In physical education (PE), work to further refine the curriculum is ongoing.

Rightly, the school places great emphasis on the teaching of reading. This includes promoting the enjoyment of reading by providing opportunities for pupils to read each day. Many pupils are at an earlier stage of learning to read. Gaps in their phonics knowledge are identified accurately. Pupils have the tailored support that they need to help them learn to read confidently. This is because expert staff teach reading particularly well. However, occasionally, in other subjects, there are instances where a small number of staff's subject and teaching expertise is not as consistently effective. This sometimes limits the progress that pupils make. The school is addressing these variations in how the curriculum is delivered.

Pupils know the school's high expectations for their behaviour. However, they sometimes struggle to regulate their behaviour. Staff are adept in spotting the slightest changes in pupils' mood and demeanour. They respond to these changes with sensitivity and care. Consequently, pupils receive expert support to help them get back on track quickly.

Some pupils do not attend school regularly enough. This means that they miss out on important learning and wider experiences. The school is employing a range of carefully thought-out strategies to address this. Despite their best efforts, the school understands that there is still more work to do.

The curriculum to support pupils' wider development is strong. Pupils learn about personal safety and how to look after their mental and physical well-being. A comprehensive careers programme teaches pupils about the jobs and courses they can pursue. They learn about different festivals and talk knowledgeably about other cultures and faiths. Pupils ensure that everybody is treated equally and talk maturely about individual liberty and mutual respect. They are well prepared for modern life.

Knowledgeable governors know the school well. They make sure that the quality of education is of a high standard and meets the needs of the pupils. The school makes sure it considers the workload and well-being of staff when it makes decisions.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- In some subjects, the curriculum is not delivered as effectively as it could be. This limits the progress pupils make. The school should ensure that staff have the subject and teaching knowledge to deliver the planned curriculum consistently well.
- Some pupils do not attend school often enough. This means that they miss out on essential learning and vital school experiences. The school should ensure that their ongoing work leads to improvements in pupils' attendance where they are needed.

## **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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	116639
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10268391
<b>Type of school</b>	Special
<b>School category</b>	Community special
<b>Age range of pupils</b>	11 to 16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	112
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	David Ayton
<b>Headteacher</b>	Josie Payne
<b>Website</b>	<a href="http://www.glenwoodschoolemsworth.co.uk">www.glenwoodschoolemsworth.co.uk</a>
<b>Date of previous inspection</b>	6 July 2021, under section 8 of the Education Act 2005

## Information about this school

- The school caters for pupils aged 11 to 16 who have moderate learning difficulties. Some pupils also have social and communication difficulties, including autism. All pupils attending the school have an EHC plan.
- A new chair of governors was appointed in September 2023.
- The school is currently using one registered alternative provider.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.

- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, the deputy headteacher, teachers and other staff. The lead inspector had a discussion with representatives from the governing body, including the chair of governors. She also spoke with a representative from Hampshire local authority.
- Inspectors carried out deep dives in these subjects: English, art, humanities and PE. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The lead inspector also looked at a sample of pupils' work for mathematics.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspection team considered the responses to the confidential staff survey and spoke to a range of staff about their views of the school.
- Inspectors took account of the responses to the Ofsted Parent View questionnaire and the additional free-text responses.
- The inspection team met with a range of pupils to discuss their views about the school and talked to pupils informally during social times and in lessons. They also observed pupils' behaviour in lessons and outside during social times.
- Inspectors reviewed a range of documentation including the school development plan and pupil premium funding plan.

### **Inspection team**

Louise Walker, lead inspector

His Majesty's Inspector

Alan Johnson

Ofsted Inspector

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