

Inspection of Glebe Farm School

Burney Drive, Milton Keynes, Buckinghamshire MK17 8XY

Inspection dates:	20 and 21 May 2025
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Matthew Shotton. This school is part of Inspiring Futures through Learning trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Sarah Bennett, and overseen by a board of trustees, chaired by Marilyn Hubbard.

What is it like to attend this school?

Pupils are immensely proud of their school. Many have recently joined, and the help they receive ensures they settle in swiftly. They quickly feel part of the school's strong culture that is underpinned by highly consistent approaches to learning, behaviour and support.

Many pupils describe how they have flourished since they started. The school has high expectations for the achievement of pupils of all ages. It communicates these clearly and helps pupils to meet them, which they are proud to do.

Pupils are happy and proud to be here. Staff share pupils' pride, which contributes to the school's evident common purpose. Pupils feel part of 'Team Glebe'. They frequently remark on how valued they are by the kind staff who only want the very best for them.

From Nursery to the school's oldest pupils in Year 9, behaviour is exceptionally positive. Lessons are purposeful, and pupils persevere and take part in learning willingly. The strong welcoming culture means that pupils are supportive of each other. Across all ages, pupils learn to work, play and socialise together. This further strengthens the school's strong community feel. Individual pupils and their families value the help they receive as the school increasingly becomes the centre of its community.

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

Since opening in 2022, the school has grown rapidly. It has high expectations for what everyone will achieve and a welcoming ethos. Pupils quickly settle in, and many pupils describe the school as 'feeling like a family'. Pupils are eager to attend and do so regularly.

The school has high ambition for every pupil. The curriculum is exemplary. It identifies exactly what pupils need to know throughout their education. Teachers have a strong understanding of how pupils' knowledge develops. They check that pupils have secured the knowledge they need before moving on to the next step. Consequently, pupils build and deepen their knowledge and skills as they progress through the school.

Leaders have high expectations for how pupils will learn, and they check that these are consistently applied. Staff help pupils to develop strong learning habits right from the very start. This means that, at all stages, pupils persevere and engage in their learning. As a result, pupils achieve highly.

The school provides dedicated support for pupils with special educational needs and/or disabilities (SEND). Staff know pupils exceptionally well and have a detailed understanding of how best to adapt their lessons. Pupils frequently use technology, which also provides further adaptive tools for learning. This means that pupils with SEND work alongside others and develop their independence.

From the very start in Nursery, children in the early years thrive in the happy, vibrant environment. Children learn together and share their activities with each other. This

develops their social skills and communication. Staff are vigilant and proactive in developing children's vocabulary and in maximising children's learning from each activity or input.

Pupils who are in the early stages of reading get expert teaching. When needed, pupils receive extra help to build their reading confidence and fluency. Older pupils who are less confident readers receive the right support. This boosts their love of reading and their reading ability. Library books closely match pupils' interests, further increasing their enjoyment. Pupils across the school enjoy, and quickly improve, their reading.

Pupils' efforts and achievement are valued by the school. The school's highly positive and ambitious approach to learning encourages pupils to strive. Pupils describe with pride the badges, golden jumpers and other rewards they can earn. They know their effort will be recognised and they respond by doing their very best.

Behaviour is exemplary. The school's high expectations are well understood. Systems to promote positive behaviour are used consistently well. Pupils consider the school to be kind and fair and expect the same qualities from each other. Relationships between staff and pupils are especially positive. Pupils appreciate the pastoral support they receive. It makes them feel valued and cared for.

The school's provision for pupils' wider development is especially effective. The school's ABC values of 'ambition, belonging and creativity' thread through every year group. The school provides many opportunities for pupils to broaden their experiences and explore new interests and careers options. This means pupils develop a deep understanding of the importance of ambition. Their sense of belonging is well developed, allowing them to flourish.

Leaders have an especially well-developed vision for the school and its continued growth. They are diligent in ensuring that staff know precisely what is expected of them. Staff are proud to contribute to the school's consistently high-quality education.

Safeguarding

The arrangements for safeguarding are effective.

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

Unique reference number	149106
Local authority	Milton Keynes
Inspection number	10379942
Type of school	All-through
School category	Academy free school
Age range of pupils	3 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	911
Appropriate authority	Board of trustees
Chair of trust	Marilyn Hubbard
CEO of the trust	Sarah Bennett
Headteacher	Matthew Shotton
Website	www.glebefarmschool.co.uk
Dates of previous inspection	Not previously inspected

Information about this school

- The school opened in September 2022.
- The school is part of the Inspiring Futures through Learning trust.
- The school includes a nursery provision for three-year-olds.
- The school uses one registered and one unregistered 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. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form

provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors held meetings with the headteacher, other senior leaders, the special educational needs and disabilities coordinator, curriculum leaders and other staff.
- The inspectors met with members of the trust board, the chair of governors and the CEO of the trust.
- The inspectors carried out deep dives in these subjects: English, early reading, mathematics, history and science. For each deep dive, the inspectors met with subject leaders, looked at curriculum documents, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work. The inspectors also visited lessons and looked at samples of work from a range of other curriculum subjects.
- 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 inspectors considered the responses to Ofsted Parent View. They also took into consideration the responses to the confidential staff and pupil surveys.

Inspection team

Ed Mather, lead inspector	His Majesty's Inspector
Chris Parker	His Majesty's Inspector
Julia Mortimore	Ofsted Inspector
Jody Murphy	Ofsted Inspector

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