

Glenbrook Primary School

Inspection report

Unique Reference Number	100601
Local Authority	Lambeth
Inspection number	276340
Inspection dates	6–7 July 2006
Reporting inspector	Paul Missin

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	
Appropriate authority	The governing body
Chair	Eva Wickham Mrs Anthea Dalton
Date of previous school inspection	Not previously inspected
School address	Clarence Avenue Clapham Park London SW4 8LD
Telephone number	02086742387
Fax number	02086781672

Age group	3–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This school is bigger than most other primary schools. The proportion of pupils with learning difficulties and disabilities and those eligible for free school meals are well above average. Most pupils are from minority ethnic groups, the most numerous being Black African and Caribbean. The number at an early stage of learning English is very high. The proportion of pupils entering and leaving the school during each year is also very high. There is high local deprivation. This is the first inspection of the new school which was formed through the amalgamation of infant and junior schools in September 2003. Since then there has been a very high turnover of teachers.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade:

What the school should do to improve further

- * Use assessment data more effectively to track the progress being made by different groups and to set clearer improvement targets for pupils.
- * Build on initiatives to improve the quality of teaching to ensure that provision matches all pupils' needs, especially for the more able.
- * Further develop the roles of senior and middle managers and improve the effectiveness of monitoring and evaluation procedures.
- * Improve attendance and punctuality.

Achievement and standards

Grade:

Personal development and well-being

Grade:

Quality of provision

Teaching and learning

Grade:

The quality of teaching and learning is satisfactory. Where teaching is good, pupils are managed well and teachers have clear expectations of pupils' attainment and behaviour. The specialist teaching of pupils with LDD and EAL is particularly effective. In other lessons, when pupils are not so interested they are not fully engaged in their learning. A further weakness across the school is that in a few lessons, pupils' inappropriate behaviour limits the learning of others. Sometimes activities for higher attaining pupils do not always extend and challenge them sufficiently.

A good range of assessment data is collected. Data are used well to record the progress made by pupils with LDD and EAL. Individual learning plans for pupils are easy for pupils to understand and have precise targets. Across the school, a shortcoming is that data are not used sufficiently to show how different groups are doing or to set clear improvement targets for pupils.

Curriculum and other activities

Grade:

The school provides a satisfactory curriculum which is appropriately focused on basic literacy and numeracy skills. There is good provision for pupils with LDD and EAL. The additional specialist language provision is particularly well organised and effective. However, the curriculum does not yet fully meet the needs of more able pupils.

The recently improved provision for ICT enables pupils to draw on these skills to support their learning. Specialist support for physical education, with the introduction of different sports, has led to enthusiasm for this subject and success in competitive events. This, along with topics on healthy eating and visits from the school nurse and the emergency services, satisfactorily promotes healthy lifestyles and safe practices.

A good range of additional activities enriches the curriculum and contributes to pupils' learning and enjoyment. A wide range of visits and opportunities to work with theatre and dance groups, and local artists, provide memorable experiences. Themed weeks and days enable pupils to use their different skills in interesting and purposeful settings.

Care, guidance and support

Grade:

Care, guidance and support for pupils are satisfactory overall. Pastoral care is good. Child protection and vetting procedures are robust and the personal, social, health and citizenship programme enables pupils to understand how to stay safe. Vulnerable pupils are well supported, with help from learning mentors and outside specialists. Induction for pupils who arrive part way through the year is well structured so that they can settle quickly.

Good systems have been established to identify those in need of additional support. As a result, extra provision for pupils with LDD and EAL is well targeted and these pupils make good progress, particularly in their specialist language groups. The use of assessment and tracking to evaluate the progress made by pupils as a whole, and to modify curriculum planning in order to meet their needs more closely, is not in place for all pupils.

Leadership and management

Grade:

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Text from letter to pupils explaining the findings of the inspection

Children

Thank you for your welcome when my colleagues and I visited your school recently. We enjoyed sharing in some of the work which you were doing on the Carnival theme and saw the colourful masks which some of the younger children showed on their parade. We also saw how much you enjoyed working with the new computers and how well many of you were using your ICT skills. We think your school is providing for you reasonably well. All staff look after you and care for you well. Those of you who are new to the school and those who have special needs are particularly well looked after. Most of you make progress in your learning but many of you who are learning English as an additional language have not been at Glenbrook long enough to be able to catch up with children in other schools. A few of you do not attend school regularly enough and are sometimes late for morning lessons. We have asked your school to work to improve this with you.

Your teachers know you well but they do not always provide hard enough work for all the groups in the class. When teachers plan interesting activities, such as the work we saw on Carnival week, you are involved and have fun. However, sometimes some of you do not concentrate as well as you should.

Your headteacher has some good ideas for the school's future. She and other senior teachers are continuing to work together to find ways of improving the school. We have asked them to look more closely at how well groups of you are doing, and to set you more useful improvement targets. They also need to be clearer about which things in the school work well and which aspects need to be changed.

We wish you all well for the future

Paul Missin

Lead Inspector