

# Glenbrook Primary School

## Inspection report

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<b>Unique Reference Number</b>	100601
<b>Local Authority</b>	Lambeth
<b>Inspection number</b>	323306
<b>Inspection dates</b>	27–28 April 2009
<b>Reporting inspector</b>	Janet Sinclair

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	391
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Eva Wickham
<b>Headteacher</b>	Mrs Anthea Dalton
<b>Date of previous school inspection</b>	6 July 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Clarence Avenue Clapham Park London SW4 8LD
<b>Telephone number</b>	020 8674 2387
<b>Fax number</b>	020 8678 1672

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<b>Age group</b>	3–11
<b>Inspection dates</b>	27–28 April 2009
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Children from three to five years of age attend the Early Years Foundation Stage. This consists of one Nursery class and two Reception classes. The proportion of pupils with learning difficulties and/or disabilities is above average. These pupils mainly have speech, communication and behavioural difficulties. Over half of the pupils are entitled to free school meals. Well over three quarters of the pupils are from minority ethnic backgrounds and about half are learning English as an additional language. The largest ethnic groups are Black African and Black Caribbean. More children than is typical nationally join or leave the school at other than customary times of the year. There is a school-run, on-site breakfast and after school club. There have been many staff changes in the recent past, including the creation of a new leadership structure. There is a good ratio of staff to pupils.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This is a satisfactory and improving school. The headteacher, supported well by her senior staff, is committed to providing an enjoyable learning experience for pupils while raising their achievement within a caring and supportive learning environment. Parents are mainly pleased with what the school provides. As one parent commented, 'Staff are kind and caring and there is a good atmosphere in the school.'

The good induction into school and the supportive and friendly atmosphere created by all staff enables children in the Early Years Foundation Stage to develop their confidence and encourages good behaviour and positive attitudes to learning.

Standards are well below the national average by the end of Years 2 and 6. However, pupil achievement is broadly satisfactory and improving, given their well-below-average starting points. Although there has been some underachievement in boys' writing and in mathematics, the school has worked hard to address this through small group work for mathematics, the introduction of a published scheme for linking sounds and letters at Key Stage 1, and regular focused writing activities at Key Stage 2. These initiatives are showing positive outcomes in terms of pupils' progress; this is particularly noticeable in Year 6 where they are making better progress.

Teaching is satisfactory overall, but with some that is good, and this is an improvement since the last inspection. Teachers mainly plan and manage lessons well and use a range of strategies to support learning. As a result, pupils enjoy their lessons, mainly behave well and work hard. However, some lessons are disrupted by the poor behaviour of a small minority, but most teachers use the school's behaviour policy satisfactorily to deal with this, although not all staff are effective in implementing this. Teaching assistants contribute well to pupils' learning through their effective work with small groups of pupils, particularly those with speech, language and behavioural difficulties. However, they are not always involved well enough during whole-class sessions. Occasionally lessons lack challenge and do not stimulate or engage pupils and this slows progress. Pupils with English as an additional language have specific effective help to develop basic skills in class through specific 'language function' words that help them with their writing.

The curriculum is satisfactory overall. It is supported by a sound range of visits and visitors as well as the use of sports coaches, which enhance the curriculum and make a positive contribution to pupils' personal development. The school provides breakfast for a large number of pupils - with the smell of hot bagels encouraging pupils to eat. There is also a good after school club that children enjoy. These provide good support for working families. Attendance is unsatisfactory. Despite the rigorous efforts made by the school, attendance is unsatisfactory because a significant minority of parents do not assign importance to regular and punctual attendance. Pupils are fully involved in the school community through, for example, their work as school councillors and peer mediators. They have a good understanding of healthy lifestyles and confidently talk about their own responsibility for ensuring this. Their progress is monitored systematically, ensuring that they get effective support if needed. Pupils are also clear about their learning targets and enjoy assessing each other's work. However, marking does not always tell them what they need to do to make their work better in the shorter term, so this limits their overall involvement in improving their work.

Leadership and management are satisfactory overall, but improving as senior staff develop their skills and expertise. There is a good commitment to improvement by all staff, particularly the headteacher and assistant headteachers, as seen in the determined way they have tackled issues affecting pupils' achievement. In spite of many staff changes since the last inspection, the school has improved its use of assessment data and the quality of teaching. The school has a satisfactory capacity to improve further.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 3**

Children start in the Nursery with a wide range of skills and abilities that are well below expectations. During their time in the Early Years Foundation Stage they make satisfactory and sometimes good progress across all the areas of learning. In spite of this, few meet their expected goals on entry to Year 1. The effective induction and friendly, caring atmosphere helps children settle well into school routines and ensures they are happy and confident. Staff organise a range of direct teaching and play activities that engage children in their learning, but not all staff use questioning effectively to develop children's ideas. Planning is good and takes account of all areas of learning, the use of outdoor facilities as well as those indoors, and ensures continuity in pupils' learning.

Although children's welfare is promoted satisfactorily, there is not always enough attention to ensure clearing-up after activities takes place, and occasionally equipment left on the floor represents a hazard to children.

Staff work together well as a team to promote children's learning and this is a strength of the provision. They also work well with parents. Leadership and management have already had a satisfactory impact on improving provision, particularly through clear planning and good use of regular assessments to target children needing additional support.

### **What the school should do to improve further**

- Raise standards and achievement by ensuring that lessons challenge pupils fully and stimulate their interest and engagement.
- Sharpen and focus leadership and management, particularly towards subject leaders, to ensure more even responsibility for outcomes within the school.
- Improve attendance by continuing to emphasise to parents the impact that absence from school has on their child's progress.
- Build on the existing good practice in marking to ensure all pupils are given more specific guidance on how to improve their work.

A small proportion of the schools whose overall effectiveness is judged satisfactory, but which have areas of underperformance, will receive a monitoring visit by an Ofsted inspector before their next Section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Over time, standards in Year 2 have been well below average in reading and writing and below average in mathematics. However, this represents satisfactory progress for these pupils based on their prior attainment. There is a similar picture for the current Year 2, although there are signs of improvements in reading due to the emphasis on linking sounds and letters. The school's efforts to improve writing can be seen in the improved writing skills of pupils in Year 1.

At Key Stage 2 standards remain well below average. Pupils' progress, however, has been broadly satisfactory, although there have been some issues with boys' writing and mathematics. The school has worked very hard to address both of these issues, including smaller groupings for mathematics and a range of initiatives to improve writing. The success of this is clearly showing in pupils' accelerating progress, particularly in Year 6. A significant improvement in boys' writing has been due to the effective strategies used to support their learning. Progress across the rest of Key Stage 2 is satisfactory and improving. Pupils with learning difficulties and/or disabilities make good progress towards the specific targets set for them due to the additional support they get. In all other respects, their progress is similar to their peers. The school has set challenging targets for its pupils and with the effective systems now in place, including smaller groupings and pupils' improving rates of progress, they are on course to achieve them.

## **Personal development and well-being**

### **Grade: 3**

Pupils mainly have positive attitudes to learning and are enthusiastic about their school. They enjoy their lessons and especially like to join in discussions and share their ideas. Pupils understand their school rules and most behave well in lessons and around the school. They know that incidents of poor behaviour must be reported and will be dealt with quickly and fairly. Pupils' social and cultural development is good, so they show respect for the many cultures in their community and relationships at every level are positive. Spiritual and moral development is satisfactory. The school council is an active force within the school and older pupils carry out a range of important responsibilities such as acting as buddies. All pupils have a clear understanding of the importance of a healthy lifestyle and acting safely and sensibly; for example, in an assembly for younger pupils they identified quickly and accurately the elements of a healthy diet. Despite the rigorous efforts made by the school, attendance is unsatisfactory because a significant minority of parents do not assign importance to regular and punctual attendance. Although pupils make satisfactory and sometimes good progress, their level of skills in literacy and numeracy hampers their preparation for their future life of work.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teachers plan lessons well, have good relationships with pupils and use resources well to engage them in their learning. They make particularly good use of drama, which pupils thoroughly enjoy. This motivates pupils, as seen in an effective literacy lesson in Year 3 where it provided good opportunities for speaking and listening in a relevant and productive way. In several mathematics lessons seen, a good match of work to pupils' abilities and the opportunities given to them to explain their methods ensured they were enthusiastic, motivated learners who progressed well. Teaching assistants make a good contribution to pupils' learning, particularly through their support for small groups identified as at risk of underachieving. However, they are sometimes not sufficiently involved in whole-class introductory sessions. Occasionally, lessons lack challenge and work is unexciting and this limits progress. Although marking is consistent and refers to pupils' expected learning, it is not always used well enough to help pupils improve their work or to reflect their learning targets.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum promotes pupils' personal development and enables them to make satisfactory academic progress. Pupils gain good skills in information and communication technology and its effective use in lessons engages pupils and makes learning fun. Pupils' physical development is promoted well both in school and through a range of extra-curricular activities. Pupils are rightly proud of the success they enjoy in local sports events. Three foreign languages are taught, reflecting the multicultural mix of the school. Good displays celebrate pupils' work and enrich the learning environment. The new initiatives introduced to promote improved standards in writing and in mathematics are securely in place and are showing early signs of success. Some links are made between subjects, for example in the development of an understanding of the Caribbean and the way of life there, arising from pupils' literacy work. The school is aware that as pupils' achievement in numeracy and literacy improve, links between subjects can be further developed, especially geography, history and music, to broaden the learning experience for pupils. An appropriate range of after school clubs and visits out of school extend the curriculum.

## **Care, guidance and support**

### **Grade: 3**

The caring atmosphere of the school makes a clear contribution to pupils' enjoyment and satisfactorily promotes their personal development. Pupils with moderate learning and emotional difficulties get good support for their specific needs through a supportive and flexible approach, often in effective partnership with outside agencies. Those who are learning English as an additional language get good individual or small-group support to ensure a basic skills base from which they can develop within the class. This is helped by the fact that some members of staff are also competent in the home language of many of those pupils who are new to learning English. Procedures for safeguarding all pupils are sufficiently robust and securely in place. Although pupils mainly feel safe in school and feel confident of adult support should they need it, the poor behaviour of a small minority of pupils concerns them. Parents also expressed their concerns about poor behaviour. In spite of the work the school has done to reduce absence, it has risen this year. The school monitors pupils' progress well, giving support where needed, and this is helping to accelerate progress, particularly at Key Stage 2. Pupils know their targets and are becoming more involved in assessing their own learning, but practice in marking is inconsistent, particularly in mathematics, so not all pupils benefit.

## **Leadership and management**

### **Grade: 3**

The headteacher has united staff in a committed team that shares an ambition to improve standards and continue to provide a supportive and happy learning environment for all pupils. She has managed with determination the year-on-year difficulties that have resulted from staffing changes, the training of new staff and the building of new teams. The skills of subject leaders are still developing and as yet this level of leadership and management is not fully effective. As a result the senior leadership team undertake a large range of responsibilities in addition to their strategic planning, monitoring and evaluation roles. All staff have embraced new developments in numeracy and literacy and these are linked with appropriate training. The school has accurately assessed their effectiveness and clearly identified further development

areas in continuing to improve standards, promote a consistent approach to behaviour management and improve attendance. Governors are knowledgeable and through their effective committee structure are able to offer both good support and perceptive challenge in their determination to raise the standards attained by all pupils. The school has worked hard to forge good links with parents and this has been largely successful. However, some are concerned about issues such as behaviour.

Community cohesion is promoted satisfactorily through the school's involvement in the local community, for example the gardening club's involvement with the local park, programmes for parents whose first language is not English and hosting breakfast and after school clubs. Links with the global community are being developed through celebrating the different cultures represented within the school.



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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	3
The capacity to make any necessary improvements	3

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	3
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	3
How effectively is provision in the EYFS led and managed?	3

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and/or disabilities make progress	3

<sup>1</sup>Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	3
The extent of learners' spiritual, moral, social and cultural development	3
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	3
The extent to which learners enjoy their education	2
The attendance of learners	4
The behaviour of learners	3
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B****Text from letter to pupils explaining the findings of the inspection**

12 May 2009

Dear Pupils

Inspection of Glenbrook Primary School, London, SW4 8LD

I am writing to tell you how much we enjoyed our visit to your school, especially as you were so friendly. We enjoyed talking to you and finding out how pleased you are about your sporting activities and the trophies you have won.

Your school is a satisfactory and improving school.

Here are some things the school does well.

- You make good progress in Year 6 because of the very good support you get.
- Your progress in writing and mathematics is improving due to senior staff and all teachers providing work well matched to your learning needs.
- You enjoy school and willingly take on responsibilities such as being school councillors and helping the younger pupils with reading and at playtimes.

Every school has something it could do better, so this is what we have asked your school to do to help you learn even more.

- Ensure that all lessons are interesting and challenge you, so that you make better progress.
- All managers should share full responsibility for ensuring you do well.
- Ensure that teachers let you know what you need to do to improve when marking your work.
- Encourage you all to try to come to school every day unless you are very unwell to ensure that you make progress in your learning.

You can help by making sure you are ready to come to school in good time.

Yours faithfully

Janet Sinclair

Lead Inspector