

Glenbrook Primary and Nursery School

Wigman Road, Bilborough, Nottingham, NG8 4PD

Inspection dates 25–26 June 2013

| Overall effectiveness | Previous inspection: | Inadequate | 4 |
|--------------------------------|----------------------|-----------------------------|----------|
| | This inspection: | Requires improvement | 3 |
| Achievement of pupils | | Requires improvement | 3 |
| Quality of teaching | | Requires improvement | 3 |
| Behaviour and safety of pupils | | Good | 2 |
| Leadership and management | | Requires improvement | 3 |

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils' attainment in some year groups is below average because not enough pupils make good progress.
- Teaching is not consistently good and a small amount of inadequate teaching remains.
- Teachers often give the more-able pupils work that is not demanding enough, and, consequently, these pupils do not make the progress they should.
- In some lessons, teachers do not give pupils enough time to learn independently.
- The school's senior leaders do not organise and present the assessment information well enough so that other leaders and governors can easily identify and check on trends and patterns in pupils' achievement.
- The monitoring and evaluation skills of some of the leaders still require improvement for them to be fully effective in improving teaching and raising achievement.

The school has the following strengths

- Children make good progress in the Early Years Foundation Stage.
- Progress is accelerating and standards are rising because teaching is improving.
- Pupils behave well in lessons and around school. They are eager to learn and have a good understanding of how to keep themselves safe.
- Attendance has improved significantly and nearly all pupils arrive on time.
- The acting headteacher is now an effective leader who is bringing about improvements with minimum external support.
- The governors are rapidly developing effective skills to hold the school's leaders to account for pupils' achievement.

Information about this inspection

- Inspectors observed 17 lessons, many of which were observed jointly with the acting headteacher and acting deputy headteacher.
- Inspectors heard pupils reading and looked closely at their workbooks.
- Inspectors held meetings with the staff, a representative of the local authority, the extended services coordinator, the attendance improvement officer and several members of the governing body, including the Chair and Vice-Chair.
- Inspectors looked at plans for improvement, information on pupils' progress, lesson plans, the school's monitoring information and school policies.
- There were only three responses to Ofsted's online questionnaire Parent View at the time of the inspection. Inspectors held informal discussions with some parents and carers, and looked at the results of school's own parent and carer survey.

Inspection team

Roy Bowers, Lead inspector

Her Majesty's Inspector

Thelma McIntosh-Clark

Additional Inspector

Full report

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

Information about this school

- Glenbrook is an average-sized primary school.
- Approximately one-quarter of pupils are White British. The remainder are from a range of other heritage groups.
- The proportion of disabled pupils and those who have special educational needs who need extra help (supported at school action, school action plus or with a statement of special educational needs) is above average.
- The proportion of pupils supported by the pupil premium is well-above average. Pupil premium is additional government funding given to schools to support pupils who are known to be eligible for free school meals, those in local authority care, and those with a parent in the armed forces.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school's conversion to an academy has been delayed. As a result, the school continues to be led and managed by an acting headteacher and acting deputy headteacher.
- In November 2011, the school was deemed to require special measures. Since that time, one of Her Majesty's Inspectors has carried out termly monitoring inspections. This inspection is the fifth monitoring inspection.

What does the school need to do to improve further?

- Raise achievement and improve teaching by ensuring that:
 - all inadequate teaching is eradicated as a matter of urgency
 - teachers give work to the more-able pupils that is sufficiently demanding
 - in lessons, teachers give pupils enough time to learn independently
 - in writing lessons, teachers demonstrate how to write well by using their own writing or that of others and do not give worksheets to pupils which limit the amount they write
 - ensuring that pupils have more opportunities to practise the skills they have learned in their literacy and numeracy lessons in subjects such as history, geography and science
 - when marking pupils' books, teachers correct simple spelling and grammatical errors in all subjects.
- Improve leadership and management by ensuring that:
 - all leaders fully develop their monitoring and evaluation skills so that they can be effective in raising achievement
 - senior leaders effectively organise and present the assessment information so that other leaders and governors can easily identify and check on trends and patterns in pupils' achievement.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement requires improvement because teaching has not been consistently good enough to raise attainment rapidly across the school. However, due to improved teaching and the introduction of a number of very effective support programmes, pupils' progress is now accelerating sharply and standards are rising in all subjects.
- Some of the more-able pupils do not make the progress they should because the work they are given in lessons is not demanding enough.
- Because of previously inadequate teaching many pupils, especially in Key Stage 2, have gaps in their skills and knowledge, especially in spelling, punctuation and basic mathematical calculation. This is slowing their progress.
- Attainment is now close to average in most year groups, but remains low in Years 4 and 5. Although standards in writing are lower than in reading and mathematics, the initiatives introduced to improve pupils' writing skills have resulted in pupils now making better progress in writing than in other subjects.
- There is no significant difference between the progress of pupils who are White British and those from other heritage groups.
- Children start in the Early Years Foundation Stage with skills that are below those typical for their age and well below in literacy. Children make consistently good progress and join Year 1 with levels of skills and knowledge that are broadly average.
- An improved programme for the teaching of phonics (letters and the sounds they make) and a greater focus on spelling and grammar are rapidly improving pupils' literacy skills. As a result, the number of Year 1 pupils achieving the expected level in phonics has risen sharply.
- Greater consistency in the way calculation skills are taught and more opportunities for pupils to practise their numeracy skills are raising pupils' achievement in mathematics.
- Pupils who are eligible for free school meals and others who are supported through pupil premium funding make better progress than other pupils in all subjects. The funding is used mainly to provide additional resources and support through, for example, the services of a learning mentor, attendance officer and family worker. In Year 6, in 2012, pupils known to be eligible for free school meals were around two terms behind their classmates in mathematics and close to a year behind in English. Although the attainment of these pupils is still below average, it is rising rapidly and the attainment gap between these pupils and others is closing.
- The additional support given to disabled pupils and those who have special educational needs is now more closely tailored to their abilities. As a result, the progress of these pupils is accelerating and most are now achieving well.

The quality of teaching

requires improvement

- Teaching requires improvement because it is not consistently good and a small amount remains inadequate.

- Teachers do not effectively build on what the more-able pupils can already do and often give them work that is too easy. In some lessons, teachers' explanations are too long and pupils have to sit and listen instead of working independently at their tasks. This slows the pace of learning and does not motivate pupils to want to learn.
- Marking and the standard of presentation of pupils' work in books have improved greatly over recent months. There are some excellent examples of good-quality marking, especially in Years 3 and 6, where pupils are given clear advice how to improve and have opportunities to learn from their mistakes. In some classes, simple spelling and basic grammatical errors are not corrected, especially when pupils are writing in subjects such as history and geography. Occasionally, teachers' handwriting is barely legible and pupils cannot read the advice given.
- In some writing lessons, teachers do not demonstrate to pupils how to write well by using examples of their own writing or that of others. Sometimes, pupils cannot write at length because the worksheets they are given limit the amount they can write.
- Pupils do not get enough opportunities to practise the skills they have learned in their literacy and numeracy lessons in subjects such as history, geography and science.
- Teaching in the Early Years Foundation Stage is good. Children are eager to learn and enthusiastically respond to the variety of activities on offer. Regular checks by adults make sure that children are achieving well and individual attention is given to those who may be in danger of falling behind. The outdoor resources are sometimes not used well enough to promote effective learning.
- Since the last full inspection, the support given to teachers through the school's own leaders, the local authority consultants and the school's allocated National Leader of Education, has meant that the quality of teaching has improved greatly and much is now good.
- Relationships between adults and pupils are warm and caring. Pupils are eager to learn and, when learning independently, respond with enthusiasm to the activities given to them by the teachers. In all lessons, teachers work hard with the pupils, helping and supporting where necessary.
- The school has introduced several initiatives to stimulate pupils' enjoyment in reading. Through Key Stage 1 weekly 'reading mornings', parents and carers are encouraged to come into school to listen to readers. The majority of pupils throughout the school now have library cards and are taken regularly to exchange books. Trained students from a local university come into school to promote pupils' reading skills. Other initiatives such as 'extreme reading' and 'premiership reading stars' help promote pupils' enjoyment of reading, especially boys.
- Teaching assistants have received training and their contribution to raising achievement is monitored carefully by the senior teaching assistant and teacher with responsibility for disabled pupils and those who have special educational needs. As a result, the support from teaching assistants to individual pupils and small groups is now often of good quality.

The behaviour and safety of pupils are good

- Pupils are polite, courteous and well mannered. They behave well around school and play happily together. In lessons, they are eager to learn and work with each other very well.

- Pupils say that they feel very safe when at school and bullying is rare. They say that most incidents are through name-calling, and violence of any kind is not tolerated.
- Pupils are confident that adults in school will listen to them if they are worried or have concerns. Those spoken to during the inspection showed a good understanding of different types of bullying, such as racial bullying and cyber-bullying. They know why internet rules are important.
- Although there were very few responses from parents and carers to Ofsted's Parent View questionnaire, those spoken to during the inspection were very positive about all aspects of the school and felt that their children were safe and well cared for. This is backed up by the findings from the school's own survey.
- The caring values of the school are a strong feature and are promoted well through the respectful relationships between staff and pupils. Every pupil is now well and cared for as an individual.
- The relentless endeavour of the extended schools coordinator and the school's attendance improvement officer means that attendance has improved greatly, with more pupils now attending regularly than at any time in recent years. A number of initiatives such as the 'Rise and Shine Challenge' and the 'Attendance Derby', combined with numerous rewards for regular attendance, have motivated pupils to come to school regularly and arrive on time.
- The popular breakfast and after-school clubs are very valuable in providing support for some families and are strong examples of the lengths the school goes to promote pupils' personal and social development.
- In lessons where pupils sit and listen to the teacher for too long, a few become restless and do not focus on their work until reminded by the teacher or teaching assistant.

The leadership and management requires improvement

- Leadership and management is not yet good, mainly because the monitoring and evaluation skills of some of the leaders are not fully developed, especially in improving teaching through lesson observation and feedback.
- Senior leaders have introduced a very effective way of gathering information on the progress of different groups of pupils. However, they do not organise and present the assessment information well enough so that other leaders and governors can easily identify and check on trends and patterns in pupils' achievement.
- Since being appointed to her current post, the acting headteacher has grown in confidence and has greatly improved her skills of leading and managing the school. She now provides strong leadership with the minimum of external support. She has been pivotal to all improvements made and, rightly, has the full respect of those who work in the school and those who have provided support since the school became subject to special measures.
- All leaders have improved their skills of monitoring and evaluating the work of the school and all have made contributions to raising achievement. Recent improvements to pupils' progress in writing, the Early Years Foundation Stage, and in the way disabled pupils and those who have special educational needs are educated, are due to the determined leadership of the coordinators in these areas.

- A revised system for managing the performance of teachers has been introduced with appropriate links between performance and pay.
- Links with parents and carers have been strengthened throughout the past year. Parents are welcomed into school and information is sent home to help parents support their child's learning. The opinions of parents and carers are sought through questionnaires, so that senior leaders and governing body can take their views into account when determining school improvement priorities. Members of the local 'Green Fingers Gardening Group' work with school's eco-council to help develop the school's allotment area.
- Assemblies provide time for pupils to reflect on their own beliefs and attitudes. Visits to places of interest, such as the Newark Holocaust Museum, and links with the local church promote pupils' spiritual, moral, social and cultural development effectively. The school council contributed to important decisions about the running of the 'healthy tuck shop' and also made decisions about which charities they would recommend to parents and carers to support for the forthcoming year.
- Following the school's last full inspection, the local authority provided consultancy support and brokered links with the headteacher of a local school and a Local Leader of Education. These links have been vital to the school and initial improvement would not have taken place without them. The development of the leadership skills of the current acting headteacher has largely been due to the leadership support she has received. As the confidence and skills of the school's leaders have grown, the support has correctly been reduced.
- **The governance of the school:**
 - The governors are highly committed and have improved their skills greatly during the past year. Several have attended training and many now have the skills to hold the school to account effectively. The acting headteacher gives them detailed achievement information but this is not set out in an easily understood format. Despite this, the governors now have a much clearer knowledge of the school's strengths and weaknesses. With advice from senior leaders, they make decisions about how to allocate funding such as the pupil premium. They are aware of their obligations to ensure that the pay of all teachers and leaders is linked to their performance. The unforeseen lengthy delay in converting to an academy has resulted in uncertainty about the school's future leadership. The governing body are committed to making every effort to resolve this issue as soon as possible. Governors ensure that the arrangements for pupils' safeguarding meet all current regulatory requirements.

What inspection judgements mean

| School | | |
|---------|----------------------|--|
| Grade | Judgement | Description |
| Grade 1 | Outstanding | An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils’ needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment. |
| Grade 2 | Good | A good school is effective in delivering outcomes that provide well for all its pupils’ needs. Pupils are well prepared for the next stage of their education, training or employment. |
| Grade 3 | Requires improvement | A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection. |
| Grade 4 | Inadequate | <p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school’s leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p> |

School details

| | |
|--------------------------------|------------|
| Unique reference number | 122736 |
| Local authority | Nottingham |
| Inspection number | 420569 |

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

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|--|-----------------------------------|
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 242 |
| Appropriate authority | The governing body |
| Chair | Clare Colmore |
| Headteacher | Anna Grant-Thomas |
| Date of previous school inspection | 16 November 2011 |
| Telephone number | 0115 9155717 |
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