

# Inspection of Glebe Junior School

Hamlet Lane, South Normanton, Alfreton, Derbyshire DE55 2JB

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Inspection dates: 12 and 13 July 2022

**Overall effectiveness** **Good**

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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Previous inspection grade	Inadequate

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

Glebe Junior School is a caring school that is well regarded by its community. Pupils enjoy coming to school and seeing their friends. The 'Glebe Way' is at the heart of school life. Pupils certainly grow, learn, enjoy, believe and encourage others. These values shape the curriculum and the rewards that pupils receive. Pupils work hard and are keen to earn prize points.

Pupils are happy and they feel safe. They trust the adults to look after and help them. Pupils understand what bullying is and the different forms it can take. They confirm bullying rarely happens. If it does happen, pupils say that adults deal with it straight away.

Leaders and staff have high expectations of pupils' behaviour and achievement. Pupils behave well. They use their 'colour monsters' to explain how they are feeling. Staff give extra help to some pupils so that they can talk about their emotions. Pupils say that these strategies help them to focus on their learning.

Pupils enjoy the different roles and responsibilities they have in school. Some pupils have been elected to the school council. Pupils love being 'mini-leaders' and reading ambassadors. Pupils can take part in many clubs, such as choir, yoga and sports.

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

Leaders have a relentless focus on school improvement. They want all pupils to succeed. Leaders have created a broad and interesting curriculum that supports this ambition. The curriculum is enhanced by out-of-school trips and additional experiences.

In most subjects, leaders think carefully about how to organise the curriculum. Staff subject knowledge is strong. Teachers ensure that the teaching activities match the content that is being taught. They adapt the curriculum for pupils with special educational needs and/or disabilities (SEND) well.

In a small number of subjects, leaders have not identified the precise knowledge that they want pupils to learn. As a result, pupils are not always taught the specific knowledge that they need to know to access follow-up lessons. This is resulting in gaps in pupils' knowledge and understanding of some subjects.

Leaders make reading a high priority. Pupils read every day. They enjoy choosing books to read from the well-stocked library. Leaders have made sure that the books represent life in today's modern world. Staff are well trained and knowledgeable in the school's chosen phonics programme. Pupils read books that match the sounds they are learning. Pupils who are falling behind have more opportunities to practise their reading. This is helping them to catch up quickly.

Teachers check what pupils can remember during lessons to find any gaps in pupils' learning. Leaders know that the COVID-19 pandemic has meant that some key knowledge needs to be revisited. In English and mathematics, leaders use assessment information well to plan lessons that build on pupils' prior knowledge. In other subjects, this is less well developed. Leaders plan to embed this fully in all subjects, so that teachers know which skills and knowledge need to be further developed.

Pupils behave well in lessons and during social times. They love visiting the headteacher to claim their prize when they earn enough prize points. Pupils value each other and respect each other's differences. Pupils told an inspector: 'It does not matter what you look like. It is all about your personality.'

The school provides strong pastoral support for pupils. Pupils learn how to be resilient and confident. Leaders ensure that pupils have access to a wide range of activities and enrichment opportunities. Pupils make an active contribution to their school. They proudly act as anti-bullying ambassadors, I-vengers and house captains.

Pupils learn about different faiths and cultures. However, some pupils do not have a secure understanding of life in modern Britain. Their understanding of the fundamental British values is fragile.

Leaders and governors are considerate of staff's workload. They have created a working environment where staff feel appreciated. Staff spoke about their collaborative working relationships and support for each other.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff receive regular and appropriate training that ensures they can identify pupils who may need help and support. Adults are quick to identify and report any signs that may suggest a pupil is at risk from harm. Staff understand the important role that they play in keeping pupils safe. Leaders are tenacious in their pursuit of support when a child or family is in need.

Pupils are comfortable talking to any adult in school. Pupils trust their teachers. Consequently, pupils feel safe. They know how to keep themselves safe, including online.

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

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

- Curriculum plans in a small number of subjects do not set out the essential knowledge that leaders expect pupils to learn. This is a barrier to pupils knowing and

remembering more. Leaders should develop curriculum plans in these subjects so that they identify more clearly the essential knowledge and vocabulary that pupils are expected to learn.

- Assessment of the wider curriculum is not yet fully embedded throughout the school. Teachers do not always identify the key skills, concepts and knowledge that need to be further developed. Leaders should establish a clear structure for the assessment of pupils' knowledge and understanding of the wider curriculum.
- Pupils do not have a developed understanding of fundamental British values and other faiths and cultures. Leaders should ensure that pupils develop a deeper understanding of these aspects of the curriculum.

## 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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	112624
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10246872
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	7 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	397
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Walter Greensmith
<b>Headteacher</b>	Steve Watson
<b>Website</b>	<a href="http://www.glebe.derbyshire.sch.uk">www.glebe.derbyshire.sch.uk</a>
<b>Date of previous inspection</b>	20 and 21 October 2021, under section 5 of the Education Act 2005

## Information about this school

- The school does not use any alternative providers.

## Information about this inspection

The inspector(s) carried out this inspection under section 8 of the Education Act 2005. We deemed the inspection a section 5 inspection under the same Act.

In accordance with section 13(5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

- This was the second routine inspection the school has received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- During the inspection, inspectors met with the headteacher, senior leaders and a range of staff.
- Inspectors met with members of the governing body. The lead inspector met with representatives of the local authority.

- Inspectors carried out deep dives in reading, mathematics, art, and computing. For each deep dive, inspectors met with subject leaders to discuss the curriculum, spoke with teachers, and spoke with pupils about their learning. They visited lessons and looked at samples of pupils' work. An inspector observed pupils reading to a familiar adult.
- To evaluate the effectiveness of the school's arrangements for safeguarding, inspectors reviewed school policies, procedures and records. The lead inspector met with the designated safeguarding lead. Inspectors also spoke with staff, governors and pupils about the school's approach to keeping pupils safe.
- Inspectors observed pupils' behaviour in lessons and around school.
- Inspectors spoke with parents and their views were taken into consideration.

### **Inspection team**

Kirsty Norbury, lead inspector

Her Majesty's Inspector

Ben O'Connell

Ofsted Inspector

Luella Manssen

Ofsted Inspector

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