

Inspection of Glenmere Community Primary School

Estoril Avenue, Wigston, Leicestershire LE18 3RD

Inspection dates: 24 and 25 September 2024

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| The quality of education | Good |
| Behaviour and attitudes | Outstanding |
| Personal development | Outstanding |
| Leadership and management | Good |
| Early years provision | Good |
| Previous inspection grade | Outstanding |

The headteacher of this school is Samantha Conlon. This school is part of Oadby, Wigston and Leicestershire Schools (OWLS) academy trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Peter Merry, and overseen by a board of trustees, chaired by Jonathan Tedds.

What is it like to attend this school?

Glenmere Community Primary School is a kind and welcoming school. The school promotes a real sense of belonging. As a result, pupils feel happy, safe and cared for. One pupil shared, 'Glenmere is like seven little communities in one massive community – it's amazing because we know everyone and have other people we can always rely on.'

Pupils relish the challenge that the school's ambitious curriculum offers them. They enjoy all aspects of their learning. Pupils are committed to their studies and, as a result, the majority achieve well. Pupils consistently show courtesy and respect to one another and staff. Pupils demonstrate a high level of maturity. Pupils are very proud of their school and their individual achievements.

The wider development of pupils is at the heart of everything the school does. Pupils benefit from themed learning days, which they say, 'help our learning come to life'. Carefully planned experiences, such as a visit to Warwick Castle, further develop pupils' subject-specific knowledge and skills. Pupils also enjoy attending a wide range of clubs and take great pride in fulfilling a range of leadership roles, such as being a member of the school's 'reading squad'.

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

Children get off to a secure start in the Reception Year. Children learn through play, explore and take risks. The early years curriculum is ambitious and provides the foundations for all future learning in the range of subjects. The provision is well resourced and organised. Children show high levels of independence. The use of 'rainbow challenges' supports children to focus their attention on different areas of learning for increasingly sustained periods of time.

In phonics lessons, pupils learn to read unfamiliar words by blending together sounds they have learned. The reading books that pupils take home are carefully matched to the appropriate level of phonics knowledge they have. This helps pupils to develop their reading confidence and fluency. Older pupils learn how to identify important information in texts. This helps them know how to answer a range of different questions about what they have read.

The school has designed a highly ambitious wider curriculum. In many subjects, pupils develop a deep and wide ranging knowledge. Pupils can talk about what they have learned with confidence. They understand how to apply their knowledge and skills in real life. In mathematics, for example, they are encouraged to use and apply their knowledge to reason and problem solve. Staff encourage pupils to develop subject-specific vocabulary. Pupils are expected to include the correct vocabulary in both their spoken and written responses. Most pupils produce work of high quality across the curriculum.

The school carries out regular checks to establish how well pupils understand and remember what they have been taught. Pupils value daily opportunities to recap their

prior learning. The use of 'Fast 2 and Fast 4' helps pupils to remember key information, vocabulary and concepts. Pupils say, 'it makes things stick in your head'.

The provision for pupils with special educational needs and/or disabilities (SEND) is variable. Support does not always meet individual pupils' learning needs as well as it could, and for a small number of pupils with SEND, external advice is not always acted upon. Some staff support pupils with additional needs extremely well.

Pupils' behaviour, both in lessons and during unstructured times, is exemplary. Pupils aspire to meet the school's high expectations. Pupils show an intrinsic desire to do their absolute best. They understand the importance and impact of doing well now for their future adult lives. A small number of pupils struggle to manage their emotions and behaviours. These pupils access high-quality pastoral support.

The school's work to promote pupils' personal development is exceptional. Pupils consistently demonstrate a secure and mature understanding of diversity and equality. For example, pupils can talk with confidence about why tolerance of different cultures or faiths is of high importance. They also understand there are different types of families. Pupils understand the difference between healthy and unhealthy relationships. Older pupils talk with maturity about appropriate and inappropriate touch, using words such as 'consent'. Pupils know how to keep themselves safe, including online.

Teachers feel that their workload and well-being are both carefully considered. Teachers access a range of training opportunities. Training involves the opportunity to network with colleagues across the trust. This work is supporting teachers to develop their teaching practice. Those with responsibility for governance fulfil their statutory duties.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders accurately identify pupils with SEND who need extra help and put programmes of support in place. However, the school does not always act upon external professional advice and guidance in relation to pupils with education, health and care plans. It does not always provide staff with the precise information they need to support these pupils as effectively as it could. The quality of provision for some pupils with SEND is, therefore, dependent on the individual skill set of staff. The school should ensure that staff are provided with the relevant information they need to support all pupils with SEND effectively.

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

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| Unique reference number | 139855 |
| Local authority | Leicestershire |
| Inspection number | 10347573 |
| Type of school | Primary |
| School category | Academy converter |
| Age range of pupils | 5 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 211 |
| Appropriate authority | Board of trustees |
| Chair of trust | Jonathan Tedds |
| CEO of the trust | Peter Merry |
| Headteacher | Samantha Conlon |
| Website | www.glenmere.leics.sch.uk |
| Date of previous inspection | 10 and 11 June 2015 |

Information about this school

- The school is part of OWLS academy trust.
- The school does not currently use any alternative provision.

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.

- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspection team carried out deep dives in reading, mathematics, Spanish and religious education. For each deep dive, inspectors discussed the curriculum with leaders, visited lessons, spoke with teachers and pupils and reviewed samples of pupils' work.
- The inspection team carried out a wider curriculum review of history and music. Inspectors visited lessons, reviewed samples of pupils' work and reviewed curriculum documents in these subjects.
- The lead inspector listened to some pupils read to a familiar adult.
- Inspectors met with leaders responsible for behaviour, personal development, the early years, and the provision for pupils with SEND.
- The lead inspector met with representatives of the trust and also members of the local governing body.
- To evaluate the effectiveness of safeguarding, 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.
- Inspectors reviewed a range of documents, including the school's self-evaluation and improvement plan.
- Inspectors considered the responses to Ofsted's online questionnaire, Ofsted Parent View, and the results of Ofsted's survey for staff.

Inspection team

Luella Dhoore, lead inspector

Ofsted Inspector

Charley Oldham

Ofsted Inspector

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