



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR GLEBE SCHOOL

Name of School:	Glebe School
Headteacher/Principal:	Ian Travis
Hub:	Aspire
School phase:	Secondary
MAT (if applicable):	Specialist Learning Trust

Overall Peer Evaluation Estimate at this QA Review:	Leading
Date of this Review:	11/11/2024
Overall Estimate at last QA Review	Leading
Date of last QA Review	24/01/2024
Grade at last Ofsted inspection:	Outstanding
Date of last Ofsted inspection:	26/11/2019

1. Context and character of the school

Glebe school is a co-educational, special school for pupils aged 11-19 years. In 2017 Glebe became an academy within its own single-school Trust. There are 290 pupils on roll. All pupils have education, health and care plans (EHCP) for a wide range of special educational needs and/or disabilities (SEND). Most pupils have Moderate Learning Difficulties. The range and complexity of SEND are increasing. Almost one-third of pupils have autism spectrum conditions as their primary need. A relatively small number of pupils with more complex needs are taught in 'provision'.

At the end of Key Stage 4 the majority of pupils go onto further education in Bromley. Currently, there are 36 pupils in the sixth form provision. The proportion of pupils who have English as an additional language is just above the national average. All pupils are disadvantaged by their SEND. The proportion who are further disadvantaged by even more challenging needs or contexts is above that in most secondary schools nationally.

The school's vision is to ensure that everybody is included in a harmonious and celebratory school community that prepares all pupils to live life independently, responsibly and successfully.

2.1 Leadership at all levels - What went well

- School leaders are highly proactive, supportive and ambitious for pupils and staff. Everyone is valued and encouraged to flourish through highly effective lessons and continuous professional development (CPD). As a member of staff said, 'The environment is very caring and nurturing, it brings out the best in people'.
- Senior leaders monitor the quality of teaching and learning through 'Trust based observations' (TBOs) which focus and build upon what is going well. Teachers appreciate these unannounced coaching procedures which they say, 'shine a light on positive things that are happening' and 'enable staff to see how their pedagogy has grown.' They successfully provide leaders with accurate evaluations of teaching and highly effective mechanisms for improvement. These are successfully supplemented by termly teaching and learning bulletins.
- Senior leaders have undertaken extensive training in 'Kagan cooperative learning structures' and have introduced these pedagogical techniques into all classes. These focus on promoting pupils' learning through access to high

quality resources, effective scaffolding, confidence, independence and collaboration with peers. Pairs of Year 11 pupils made excellent progress in a science lesson, collaborating highly effectively as they recalled their knowledge of the periodic table and conducted experiments.

- Subject leaders successfully help teachers adapt lessons and support them in their weekly meetings with pupils at 'the conference table'. In these discussions teachers give individual pupils feedback on their work. For example, English teachers discuss what pupils are most proud of in their writing, what has been successful and how they can help pupils overcome barriers to further improvements.
- Links with parents and the community are extremely strong, extending the curriculum and helping parents to support their children out of school. Opportunities for parents include workshops, coffee mornings and sessions to meet and ask questions of the senior leadership team. One parent commented on coffee mornings saying, 'staff kept on a friendly footing, relaxed, so easy to listen to, no wonder our children love you all and the school'.
- The school has national accreditation for well-being and a gold award from Investors in People. A well-being committee comprising a range of staff lead on the well-being of staff and pupils. Staff training, Kagan, and leisure opportunities for staff as well as pupils all play a huge part in this.
- Promotion of the Gatsby bench marks, and the high priority staff give to preparing pupils for employment have contributed to the school's successful achievement of the Careers Kite Mark. All pupils undertake work experience. Most complete their studies in further education colleges and successful work experience has led some to employment at the end of Year 11. Very few pupils do not move onto to further education or employment.

2.2 Leadership at all levels - Even better if...

... leaders further streamlined the 'holistic tracker' and linked this more closely to early interventions so that they could be even more proactive in identifying and meeting individual needs.

3.1 Quality of provision and outcomes - What went well

- The curriculum is broad, coherent and highly enriched. Frequent visits contribute very well to pupils' good progress as well as spiritual, moral, social and cultural development and preparation for life in modern Britain. Visits

have included residential trips, visits to theatres, sporting events, museums and places of worship.

- Lessons are adapted to pupils' bespoke needs. Pupils are active, engaged and positive about their learning. Teachers plan and prepare lessons extremely well, ensuring pupils have resources and scaffolding they need for active, independent and collaborative learning.
- Reading has a very high priority throughout the school. Pupils and staff, including those in administration, read together in tutor groups each morning. This promotes pupils' skill and enjoyment of reading. Literacy has a high priority in lessons. In Year 12 provision pupils read their 'Glebe talks' aloud to their peers.
- Staff build on learning from previous lessons successfully helping pupils to recall and apply their knowledge. In a Year 9 PE lesson pupils reflected on, and used, previous elements of dance in their choreography.
- Well-established routines, consistent expectations and supportive scaffolding lead to a very settled, calm working environment which is highly conducive to pupils' behaviour and learning. For example, all the Year 7 pupils were fully focussed and engaged in their daily reading.
- The school offers a vast array of extra-curricular clubs including fencing, skateboarding, woodcraft and revision. These are popular and contribute significantly to pupils' health, enjoyment of school, achievement and preparation for later life and learning.
- Teachers staff are skilled and have secure subject knowledge. Thorough recruitment processes ensure competent candidates are selected. In an art lesson the teacher confidently explained why the clarity and accuracy of pupils' written and oral answers were important.
- Resources are plentiful, good quality and suitable for all pupils. Pupils are given responsibility and appropriate autonomy. For example, there were sufficient ingredients and resources in a Year 11 food technology lesson for all pupils to be actively involved simultaneously.
- From early days at the school, the staff focus is preparation for later life, college and employment. Expectations are high and the curriculum is rich and relevant. In a Year 7 mathematics lesson on ordering the value of numbers, numerals were related to money and pupils were asked whether they would prefer to have £35 or £40 to spend and why.
- Given their starting points and challenges, academic achievement is extremely positive because the curriculum is adapted, support is very effective, and attendance is high. Disadvantaged pupils often achieve even more positively than others. In 2024 almost all pupils attained five

qualifications, and a small group of disadvantaged pupils attained at least eight GCSEs.

- Pupils have a good understanding of British values especially democracy because they use this in lessons and roles of responsibility. One pupil proudly spoke about how he had been elected to the School Council.
- Pupils enjoy school and appreciate the personalised care and support they receive. Consequently, attendance for all pupils and for pupils who are disadvantaged are both above the national average. 'Holistic data trackers' help all staff keep a close eye on pupils' needs and enable them to act effectively if attendance dips.

3.2 Quality of provision and outcomes - Even better if...

... leaders considered whether pupils should wear lab coats to further raise the professionalism of science lessons.

4.1 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - What went well

- The curriculum is finely adapted to meet the bespoke needs and interests of pupils who are further disadvantaged. This successfully helps attendance, attitudes and achievement. Some highly vulnerable pupils who could not initially access lessons because of disengagement and poor self-esteem have had opportunities to follow their interests such as extended work placements which have helped them settle and learn.
- Teachers adapt lessons for these pupils so that they can undertake, and make good progress in, the same task as others in the class. Teachers provided a range of different resources including visual word banks for some disadvantaged pupils in Year 8 Spanish and Year 10 English.
- Strong and effective arrangements for pastoral support are particularly effective for those who are further disadvantaged. Tutors and year group leaders remain with cohorts from Year 8 to Year 11 helping them to get to know pupils and families extremely well. Parents appreciate this consistency and partnerships are strong.
- Staff greet all pupils at the start of each day and each lesson, focussing specifically on those who have extreme need or vulnerable contexts. Highly vulnerable pupils entered lessons calmly and successfully because familiar teaching assistants met and listened to them as they entered.

- A broad range of interventions, including those for reading, speech and language therapy, play therapy, counsellor and occupational therapy, strengthen support for pupils who are further disadvantaged. These contribute to appropriate behaviour and effective learning.
- Pupils who are further disadvantaged by anxiety or behaviour challenges have items for 'happy pockets' such as prompts for strategies, notes of positive affirmation or 'fiddle toys' to help them stay calm and positive in and out of lessons. These messages and strategies are reinforced with any pupils in a 'calm club' in the school hall at break and lunch time.

4.2 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - Even better if...

... the planned provision for the 'flexible curriculum' was completed and implemented so that learning was even more bespoke for pupils.

Following the QA Review

The review report is primarily for the school's internal use to support the school's continuing improvement. However, we encourage you to share the main findings with your hub/hub manager so that they can support your hub's activity planning. Challenge Partners will also collate and analyse content reports from across the hub networks including using AI tools to create an aggregate picture of what is going on across the sector (sharing these with the partnership) each year. The QA Review reports remain confidential to Challenge Partners and the host school. This ensures that schools embrace the review as a development process, acting as a catalyst for their ongoing improvement. This is the primary purpose of the QA review. However, our aim is that the thematic analysis will demonstrate the additional value of a sector wide overview, illustrated with real-life examples.

For further support following your QA Review, schools can access the School Support Directory; the Challenge Partners online tool that enables schools to connect with other schools in your hub and across the national network of schools. The School Support Directory can be accessed via the Challenge Partners website. (<https://www.challengepartners.org/>)

Finally, following the QA Review, schools may find it useful to refer to research such as the EEF toolkit to help inform their approach to tackling the EBIs identified in the report (<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>)