

# Glebe School

## Inspection report

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<b>Unique Reference Number</b>	101700
<b>Local Authority</b>	Bromley
<b>Inspection number</b>	335770
<b>Inspection dates</b>	26–27 May 2010
<b>Reporting inspector</b>	Lynne Kauffman

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

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<b>Type of school</b>	Special
<b>School category</b>	Foundation special
<b>Age range of pupils</b>	11–19
<b>Gender of pupils</b>	Mixed
Gender of pupils in the sixth form	Mixed
<b>Number of pupils on the school roll</b>	153
Of which, number on roll in the sixth form	9
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Judy Armstrong
<b>Headteacher</b>	Keith Seed
<b>Date of previous school inspection</b>	26 June 2007
<b>School address</b>	Hawes Lane West Wickham BR4 9AE
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## Introduction

This inspection was carried out by three additional inspectors. Thirteen lessons and one sweep of lessons were observed and 21 teachers were seen. A range of meetings were held with governors, middle and senior managers, therapists, the home-school liaison team and teaching assistants. Inspectors observed the school's work, and looked at a range of documentation such as safeguarding and students' services policies. The 32 parent and carers' questionnaires were analysed as were the questionnaires returned by staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how well the previous issue for action on monitoring individual groups has been addressed
- how provision and procedures are adapting for students with more complex needs
- how well information and communication technology (ICT) is influencing raising achievement, with a focus on applied mathematics
- the development of the sixth form in raising aspirations of students, parents and carers.

## Information about the school

Glebe is a specialist school for cognition and learning. The school community is gradually changing and receiving more students with more complex needs. Students include those with severe learning difficulties, autistic spectrum disorder and behavioural, social and emotional needs. All students have a statement of special educational needs. There are more boys than girls on roll and the majority of students are of White British origin. Other ethnic groups represented are Bangladeshi and students from mixed origins. A very small minority of students speak English as an additional language and few are at an early stage of English language acquisition. The school has a small number of students who are looked after by their local authority. The school's sixth form is in its third year. More recently the school has taken a leading role nationally in the area of sustainable development.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**1**

**The school's capacity for sustained improvement**

**1**

### Main findings

Glebe is an outstanding school and has many strengths. The outstanding care, guidance and support for students and their families and a strong commitment to equality of opportunity underpin the success in the students' academic achievement and personal development. Partnership with parents, carers and outside agencies are outstanding. Parents wrote warm comments in their questionnaires, for example with one stating, 'A fantastic school - well done Glebe.'

Teaching and learning are good. However, some inconsistencies in the quality of marking and the feedback given to students in a few subjects limit students' progress. Mathematics is a subject where the school have identified a need for improvement, as students are not yet confident and accurate in applying mathematics across the curriculum and in their everyday lives. Students' outstanding behaviour enhances their learning.

The school has effectively tackled the issue identified at the last inspection of monitoring the progress of individual groups. The small number of girls in the school is still a focus for positive actions to help them to improve; for example, by establishing clubs with girl-only membership, which builds their self-esteem and helps them flourish. Many aspects of the students' personal development are outstanding. Students know how to adopt a very healthy lifestyle through their outstanding opportunities in residential activities where they are required to make decisions. These activities also develop excellent skills in communication and negotiation to support their future economic well-being. They learn to take turns, appreciate each other's views and develop tolerance for beliefs different to their own. Cultural awareness develops exceptionally well through outstanding art and design. The contribution to the local and wider community and community cohesion are outstanding.

The school's track record of improvement shows leaders and governors understand the school's strengths and weaknesses. The school's self-evaluation is mostly accurate but there are a minority of areas where the school has been generous in its analysis. It has an outstanding capacity for further improvement. Innovative whole-school planning, through education for sustainability, has earned the school a pivotal role in national leadership of the Eco schools initiative.

The governing body is effective in challenging and supporting the school. They work in tandem with school leaders and are beginning to plan for the challenge of having students with more complex needs. However, governors too rarely review the school's procedures and policies first hand. The headteacher's vision is shared across the school. However, the roles and responsibilities of managers need to be clarified and further

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developed. Safeguarding procedures are good and meet statutory requirements.

The outstanding diversity of the curriculum has resulted in an expanding range of appropriate courses to inspire learning and to focus on pathways for the future. Physical education (PE) has a strong impact on students' learning and illustrates why some pupils go on, for example, to be members of the national squad in table tennis and football. Along with art, students in PE achieve well in external examinations. Across the school, students have opportunities to make clear and personalised choices which impact well on their attendance, achievement and interest in school

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

- Clarify and develop the roles and responsibilities of managers during the period 2010/11 to ensure there are clear lines of accountability by reviewing these roles in relation to school development planning and raising student achievement
- Improve the quality of marking across the school so students can see what they need to do to improve.
- Improve achievement in mathematics by September 2011 by:
  - rigorous monitoring of teaching and learning
  - ensuring planning is well targeted to the meet the needs of individuals
  - developing practical mathematics, linked to everyday life.

**Outcomes for individuals and groups of pupils****1**

Students enjoy learning and exploring life skills in a wide range of situations. The students' achievement is outstanding. In lessons behaviour is excellent because students work with enthusiasm as they are given short, sharp and relevant tasks to complete. They gain basic communication and problem-solving skills. However, in lessons some struggle using mathematics in purposeful everyday situations. They excel in developing independence and social skills during residential activities, and seize the opportunity for new challenges, for example, in learning to make independent decisions about meals and personal organisation. Students are proud of their work on the Sustainable Glebe website; they were keen in lessons to explain their use of art and computers to make an animated storyboard to enable them to share their beliefs and values with others.

Students complete a range of tests to accurately establish their starting points when they join the school. The resulting individual education plans are clear and challenging. Students understand that their achievement is measured against their starting points. They can see that they are making good and in many cases outstanding progress in academic subjects and in their personal development. Students contribute very well to the school community by taking an active part in school development. They are lively members of the school council, or may take one of the many other opportunities provided, for example in training to be a learning mentor. Students appreciate the high level of trust and confidence shown in them by the staff, which encourages them to be more responsible. Students enjoy effective links with other schools as sports leaders in

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helping to plan events and in working with local primary school on resources for astronomy lessons. Students have many good opportunities to establish links with students in other schools and in other countries such as Bangladesh. Students' spiritual, moral, social and cultural development is outstanding.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account: Pupils' attainment <sup>1</sup>	*
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>1</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

### How effective is the provision?

The majority of teachers' planning is focused well on meeting individual needs. Teaching is good and is well supported by the dedicated team of teaching assistants. The seamless involvement of therapists, home-school liaison managers and teaching assistants results in an effective focus on students' emotional needs and personal development. Parents and carers are regularly involved supporting their children's learning, for example, with the 'side by side' parent training course.

Assessment information is used effectively by the majority of staff to identify the right

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

\* In some special schools inspectors do not make a judgement about attainment in relation to expectations of the pupils' age.

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next steps in learning, although marking is not consistently good throughout the school in helping students to improve. In subjects such as physical education, art, Creative and Media Diploma, English, ICT and design and technology, students are inspired by the opportunity to review their own work and having to take responsibility for what they need to do next. There is a healthy appetite for improvement, which was seen when students acted as peer coaches to improve techniques in PE. However the school knows that outcomes in mathematics are not yet meeting the school's expectations. Planning is not always well targeted to meet the needs of individuals. The on-screen assessment programme used in ICT lessons created a buzz of interest: students could not wait to get personal feedback from the programme, to help them to rapidly move forward

The vibrant curriculum planned for all students can be seen in the many high-calibre wall displays of students' work. The outdoor spaces at a local camp site, the use of dedicated areas, such as the life-skills flat, and the vegetable plot give the curriculum a 'zing' factor that encourages learning to thrive. Sustainable Glebe is an outstanding website and an example of curriculum innovation that inspires students to try out new ideas and about their environment. The accurate analysis of reading ages has had a major impact on learning in many subjects. It has successfully kick-started the literacy activity at the beginning of each day and helped to embed students' literacy skills

The school is well known for its outstanding quality of care, guidance and support. A dedicated team of therapists and professionals deal with students' health and physical development. They work in close cooperation with the home-school liaison team. This high level of expertise ensures care plans and the administration of medication are rigorously monitored. Effective strategies are reducing the number of fixed-term exclusions. Annual reviews and multi-agency 'care around the child' meetings involve a wide range of external agencies so that the care programmes established are sustainable. The school has developed fruitful links with the careers service to prepare pupils for their future lives after school.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

Good leadership and management are embedding ambition and driving improvement successfully. The headteacher and other leaders have high expectations of the students. As a result, students achieve very well. However, some plans do not always result in prompt action to address weaker areas, such as achievement in mathematics, where the

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monitoring of teaching and learning lacks sufficient rigour.

The governing body challenge and support the school well. Governors fulfil their statutory duties and are well trained. They have links with all aspect of the school's work, rigorously monitor the school's finances and hold the school management to account. The school's engagement with parents and carers is outstanding. The school is committed to working with families and has appointed staff who very successfully engage with parents. This relationship has a very positive impact on the students' attendance and achievement.

Strong links with other schools have led to great strides in developing students' confidence and improved social skills. The school promotes equal opportunities and tackles discrimination outstandingly well. The well-planned approach to supporting each individual student and expecting the best from them is firmly embedded across the school. Safeguarding procedures meet statutory requirements.

Community cohesion is outstanding. Students make outstanding progress in their understanding of local, national and global communities. Practical links with the local community enhance students' independence. The hugely successful Film Club has had a major impact on helping students to develop and share their beliefs, cultures, and information about their religions and experiences

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Sixth form

Outcomes for the sixth form pupils are good. Challenging targets were set using Year 11 achievement data, and students are making great strides in becoming more independent



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and in developing their social skills. Individual planning ensures that all students learn relevant skills and gain accreditation at an appropriate level. English and ICT are taught effectively, although progress in mathematics is less good. The students' enjoyment of school is clear from the high levels of attendance, good punctuality and their evident knowledge they are learning things that will help them to prepare for their future lives. The provision in the sixth form is good. Teaching is good and planning matches students' needs. Students take turns to make a healthy lunch for each other and the provision by the local authority of a flat where students learn life skills in a realistic setting is an invaluable resource. However, there is too little planned work experience for most students, even though they learn work-related skills through organising school events and helping at an old people's home. The leadership in the sixth form is good, although systems for self-evaluation are not yet firmly established. Parents and carers are highly appreciative of what the sixth form provides and the progress their children make.

*These are the grades for the sixth form*

<b>Overall effectiveness of the sixth form</b>	<b>2</b>
Taking into account:	
Outcomes for students in the sixth form	2
The quality of provision in the sixth form	2
Leadership and management of the sixth form	2

## Views of parents and carers

Parents and carers were very positive about the impact of the school on their children. Most comments in the parent questionnaires were complimentary. Several parents and carers raised individual concerns about their own child. These issues were followed up but there was no evidence to support the concerns raised. A minority of parents and carers were anxious about local authority's provision for their children once they move on from Glebe School into further education or training.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Glebe School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 32 completed questionnaires by the end of the on-site inspection. In total, there are 153 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	23	72	9	28	0	0	0	0
The school keeps my child safe	25	78	6	19	1	3	0	0
The school informs me about my child's progress	23	72	9	28	0	0	0	0
My child is making enough progress at this school	22	69	7	22	3	9	0	0
The teaching is good at this school	26	81	6	19	0	0	0	0
The school helps me to support my child's learning	25	78	6	19	1	3	0	0
The school helps my child to have a healthy lifestyle	16	50	16	50	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	16	50	15	47	0	0	1	3
The school meets my child's particular needs	20	63	11	34	1	3	0	0
The school deals effectively with unacceptable behaviour	17	53	14	44	0	0	0	0
The school takes account of my suggestions and concerns	21	66	11	34	0	0	0	0
The school is led and managed effectively	29	91	3	9	0	0	0	0
Overall, I am happy with my child's experience at this school	27	84	5	16	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



1 June 2010

Dear Pupils,

Inspection of Glebe School, West Wickham, Kent BR4 9AE

Thank you very much for the warm welcome you gave to Mary, Clementine and me when we visited Glebe before half term. We really enjoyed the opportunity to see you at work making every effort to meet your targets and we agree with you and your parents that Glebe is an outstanding school with many strengths.

We saw an exciting curriculum in your school; our trip to the local camp site and the life-skills flat showed us just how much you had learned and were able to put into action when you were working independently. The GCSE art exhibition and the Creative and Media Diploma work were very impressive and showed your great imagination and creativity. We were also very impressed by your work displayed on the Sustainable Glebe website; the animated story boards showed how well you were able to put your message across about some very important issues such as anti-bullying.

To make your school even better we have asked your school leaders and teachers to:

- improve the provision for mathematics so that you are able to use your mathematics skills confidently and accurately in different subjects and in everyday situations
- ensure the school's systems and the roles of managers are really clear and checked well so that they help to make further improvements in the school
- ensure teachers mark all your work so that you can see how to improve.

With best wishes for your future.

Yours sincerely,

Lynne Kauffman

Lead inspector

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