

# Inspection of a good school: Glendale Infant School

Skye Close, Nuneaton, Warwickshire CV10 7LW

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Inspection dates: 3 and 4 July 2023

## Outcome

Glendale Infant School continues to be a good school.

## What is it like to attend this school?

Glendale Infants is a welcoming school where everyone cares for each other. Relationships between staff and pupils are positive and nurturing. Playtimes are lively and friendly. Pupils enjoy attending school.

Staff have high expectations for pupils' learning. Both staff and pupils model the school's motto of 'be the best you can be'. Pupils achieve well and make progress through the curriculum. The 'captain values' help pupils to understand what leaders expect of them. Even the youngest children can explain how values such as perseverance and collaboration help them to be better learners.

Pupils behave very well. They work hard in lessons. This means they can concentrate and learn effectively in class. Pupils say they like the idea of 'making their brains grow.' Pupils trust staff and know how they can share a worry by speaking to an adult or using the worry boxes. Adults listen to the pupils and know them well. This makes pupils feel safe.

Pupils enjoy trips that support their learning. They visit castles to learn about what it was like to be a knight, and zoos to get first-hand experience of the animals they learn about. Leaders provide opportunities for pupils to develop interests such as scooter club and trampolining club.

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

Leaders have created a curriculum that is ambitious for all pupils, including those with special educational needs and/or disabilities (SEND). Leaders have considered the important knowledge that they want pupils to know. They have sequenced the curriculum carefully to help pupils build on their prior learning. For instance, children in the early years develop a secure understanding of number bonds and different ways to make 10. Older pupils recall this mathematical knowledge with ease. They

complete column addition and subtraction and use this to solve word problems. In some subjects, leaders are still developing the important words and language that they want pupils to know and use. Leaders know that there is more work to do to determine the logical order in which they introduce pupils to new subject specific vocabulary.

Teachers have good subject knowledge and they present information clearly to pupils. For example, in history lessons, teachers use surveys from pupils' older relatives about shopping in the past. This helps pupils identify how things have changed and makes the learning meaningful. Teachers check what pupils know regularly with quizzes and discussion. They use this information to plan relevant next steps. As a result, pupils can recall facts from previous topics. For instance, they could remember detailed information about the moon landings from their topic on space.

In early years, leaders ensure that children receive lots of support at the beginning of Reception, so that they get off to a flying start. Staff quickly form positive relationships with the children. Leaders have provided a curriculum that enables pupils to learn and be ready for Year 1. Adults support children to develop their confidence and independence. The children play happily together and talk proudly about what they have learned.

Staff quickly identify the needs of individual pupils. Leaders ensure that pupils with SEND receive the right help. Teachers adapt the learning effectively to ensure that pupils can learn the curriculum alongside their peers. Adults check that this support is making a positive difference. Pupils with SEND feel happy and included in school and achieve well.

Reading is a priority. Teachers organise much of the learning around high-quality texts that the children enjoy. Children learn the sounds that letters make as soon as they arrive in Reception. They take home books that closely match the sounds they are learning. Teachers identify those who are falling behind with their reading and intervene quickly to help them catch up. Teachers and pupils enjoy reading specially chosen books to the pupils each day.

Pupils have positive attitudes to their learning. They are keen to learn and proud when they do well. Pupils understand the school rules. They say teachers are fair in how they apply them. Staff receive training to be able to support pupils who sometimes struggle to manage their behaviour. Pupils understand that some of their friends with complex needs may need extra support.

Pupils learn about different cultures by celebrating festivals and listening to music from around the world. They understand difference and are welcoming to everybody. Pupils learn about British values such as democracy, by voting for the school council. The school councillors share their views with leaders, and leaders listen. For example, the councillors take part in interviewing for new staff.

Staff, including those at the start of their careers, are positive about the support that

they receive with their workload and well-being. Staff enjoy working at this well-led school. Governors are knowledgeable about the school's work. This enables them to provide effective challenge and support to leaders.

## **Safeguarding**

The arrangements for safeguarding are effective.

Safeguarding is a priority for all staff. Leaders undertake robust checks on adults working at the school. Leaders ensure that staff receive training so that they understand their safeguarding responsibilities well. They recognise the signs that a pupil may be at risk of harm and report their concerns swiftly. Leaders talk to external professionals if needed. They put effective support in place for pupils and families. Governors check leaders' safeguarding policies and practices.

Pupils learn how to keep themselves safe, including when online. They know to use the worry boxes or speak to an adult if they are feeling worried.

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

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

- In some subjects, leaders have not identified the precise vocabulary they want pupils to learn. This means that teachers do not have all the information they need to ensure that vocabulary builds and develops in a planned way over time, and between year groups. Leaders should ensure that the curriculum contains well sequenced information about the subject specific vocabulary they want pupils to know and remember.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in May 2018.

## **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](#)' 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>	125595
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	10290571
<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	4 to 7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	266
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Elizabeth Hancock
<b>Headteacher</b>	Louise Hopkins
<b>Website</b>	<a href="http://www.glendale.warwickshire.sch.uk">www.glendale.warwickshire.sch.uk</a>
<b>Date of previous inspection</b>	15 and 16 May 2018, under section 5 of the Education Act 2005

## Information about this school

- Leaders do not make use of any alternative provision.
- The school operates a breakfast club and an after-school club.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in the evaluation of the school.
- The inspector carried out deep dives in early reading, mathematics and history. For the deep dives, inspectors discussed the curriculum with subject leaders, visited lessons, spoke to teachers and pupils and looked at samples of pupils' work.
- The inspector held meetings with the headteacher, the deputy headteacher, curriculum leaders and the leader responsible for special educational needs. She met representatives of the governing body and spoke with a representative from the local authority.
- The inspector examined a range of school documentation, including leaders' self-evaluation, improvement plans and records of governance. The inspector looked at a

range of documentation on the school's website.

- The inspector met with the designated safeguarding lead to discuss the actions taken to keep pupils safe. She reviewed a range of documents, including the school's single central record.
- The inspector took account of responses to Ofsted's online survey, Parent View, and the staff survey. The inspector also spoke with groups of staff.
- The inspector listened to a sample of pupils in Year 1 and Year 2 read to a familiar adult. The inspector met with groups of pupils from across the school.

### **Inspection team**

Corinne Biddell, lead inspector

His Majesty's Inspector

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