

Inspection of a school judged outstanding for overall effectiveness before September 2024: Glebe School

Hawes Lane, West Wickham, Kent BR4 9AE

Inspection dates:

4 and 5 February 2025

Outcome

Glebe School has taken effective action to maintain the standards identified at the previous inspection.

The headteacher of this school is Ian Travis. This is the single member of Specialist Learning Trust academy trust. The trust is run by the chief executive officer, Ian Travis, and overseen by a board of trustees, chaired by Geoff Parsons.

What is it like to attend this school?

Glebe School is a welcoming and inclusive community where pupils feel safe, valued, and ready to learn. The school is dedicated to meeting the needs of pupils with special educational needs and/or disabilities (SEND). It offers a carefully designed curriculum that builds independence and resilience. From their first days at Glebe, pupils are introduced to clear routines and high expectations, helping them to settle quickly and feel secure.

Respect and kindness are at the heart of the school's culture. Staff model high standards of behaviour and pupils respond positively, creating a calm and supportive atmosphere. In lessons, teachers set ambitious goals, encouraging pupils to push themselves beyond their starting points. For example, in English, the aspirational curriculum enables pupils who are new to reading to quickly move from simple texts to adapted versions of literary classics. This develops both literacy skills and a love of books.

The school prepares pupils well for the future. They receive high-quality careers advice, take part in work experience and learn essential life skills such as managing money, travelling independently and looking after themselves at home. As a result, pupils leave Glebe with the confidence and skills that they need to succeed in further education and their adult life.

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

The curriculum at Glebe School is broad, well structured, and designed to meet the

diverse needs of its pupils. It offers a carefully balanced mix of academic and vocational pathways, ensuring that every pupil can achieve success. Pupils study a range of accredited courses, including GCSEs and vocational qualifications. These opportunities help them prepare for their future aspirations. The curriculum considers pupils' different starting points. It ensures that knowledge and skills build progressively from Year 7 through to the sixth form. Thoughtful adaptations make learning accessible while maintaining high expectations. As a result, pupils are exceptionally well supported to develop confidence, independence and a strong foundation for their next steps.

The school's commitment to supporting pupils' SEND is evident in its tailored teaching. Pupils who need additional help with reading follow a well-structured programme. This enables them to rapidly develop fluency. Teachers are subject specialists who present information clearly. They use a variety of teaching methods, including visual aids and hands-on activities, to check understanding and address misconceptions quickly. The school closely monitors each pupil's learning, starting with assessments when they first join. Regular check-ins throughout the year enable the school to make sure that pupils get the support that they need to do well.

The sixth form at Glebe School focuses on developing essential life skills and preparing students for greater independence. Students achieve exceptionally well, following vocational courses in areas such as hospitality and public services. They take part in meaningful work placements that boost their confidence and employability skills. The curriculum is tailored to support students with different learning needs. It helps them to develop practical skills like budgeting, cooking and using public transport. The school regularly reviews its sixth form provision. This is to ensure students leave with not only academic qualifications but also the skills and resilience needed for adulthood.

Behaviour and attendance are notable strengths of the school. High expectations for conduct are reinforced consistently. Staff use effective strategies to support pupils in managing their emotions so that they can return to learning quickly. Pupils value the calm and respectful atmosphere. The school provides well targeted support for those who find attendance difficult.

The school's approach to personal development helps pupils to grow in confidence, build resilience, and develop important life skills. Pupils benefit from a wide range of experiences that prepare them for adulthood. For example, they learn about managing money, making healthy choices, and building positive relationships. Regular discussions help pupils to understand what it means to be a good friend. They also learn to recognise unhealthy relationships and how to respond appropriately in different social situations.

The school provides a broad selection of enrichment activities that allow pupils to discover new interests and develop practical skills. Pupils enjoy residential trips, outdoor challenges, and creative projects like the 'building a bike' programme. In addition, pupils take part in vocational workshops, including in hair and beauty, which help them to see the relevance of their learning to future career options.

The school frequently reviews and adapts its provision to meet the needs of its pupils.

This ensures that learning remains relevant and engaging. Trustees provide effective oversight, supporting and challenging leaders to sustain the school's high standards. Staff workload is carefully managed through streamlined assessment processes. Ongoing professional development opportunities help teachers to feel well supported in their roles.

Safeguarding

The arrangements for safeguarding are effective.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged outstanding for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection 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 second ungraded inspection since we judged the predecessor school, of the same name, to be outstanding for overall effectiveness in November 2014.

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

Unique reference number	144893
Local authority	Bromley
Inspection number	10346055
Type of school	Special
School category	Academy converter
Age range of pupils	11 to 19
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	290
Of which, number on roll in the sixth form	36
Appropriate authority	Board of trustees
Chair of trust	Geoff Parsons
Headteacher	Ian Travis
Website	www.glebe.bromley.sch.uk
Dates of previous inspection	26 and 27 November 2019, under section 8 of the Education Act 2005

Information about this school

- The school caters for pupils with a wide range of SEND including autism, speech, language and communication difficulties and moderate and severe learning difficulties.
- All pupils have an education, health, and care plan.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.
- The school makes use of one registered alternative provision.

Information about this inspection

The inspectors carried out this ungraded inspection under section 8 of the Education Act

2005.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors met with the headteacher and other senior staff. The inspectors also held separate meetings with members of the board of trustees and a representative of the local authority.
- The inspectors visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspectors examined a range of documentation provided by the school.
- To evaluate the effectiveness of safeguarding, the 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.
- The inspectors considered the responses to Ofsted Parent View, including the free-text comments. They also reviewed the responses to Ofsted's surveys for staff and pupils.

Inspection team

Adam Vincent, lead inspector

His Majesty's Inspector

Ann Pratt

Ofsted Inspector

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