

Inspection of a school judged outstanding for overall effectiveness before September 2024: Glenmoor Academy

Beswick Avenue, Ensbury Park, Bournemouth, Dorset BH10 4EX

Inspection dates: 10 and 11 December 2024

Outcome

Glenmoor Academy has taken effective action to maintain the standards identified at the previous inspection.

The principal of this school is Leon Lima. This school is part of United Learning, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Sir Jon Coles (CEO), and overseen by a board of trustees, chaired by Christian Brodie.

What is it like to attend this school?

The school's ambition for 'high achievement and high standards' is realised highly effectively for pupils at Glenmoor. Pupils achieve excellent academic outcomes. They are extremely well prepared for their future pathways.

Pupils have a strong sense of belonging and learn in a positive and respectful environment. They understand and demonstrate the school's values, which are 'showing integrity, compassion and courage'. Pupils are committed to their learning and classrooms are disruption free areas. The school is a happy and safe place to learn. Pupils are proud to attend.

There is a vast range of leadership roles for pupils to aspire to. These include being house captains, peer mentors or part of the pupil leadership team. The broad extra-curricular programme is popular with pupils. Activities they can choose from include archery, choir, martial arts and the diversity and inclusion club. Many pupils, including those that are disadvantaged, benefit from participating in these opportunities.

The school prioritises the development of pupils' character and resilience. For example, Year 7 recently visited the Isle of Wight as part of the school's residential programme.

Pupils and staff say that this has helped them to form positive relationships with each other at the start of their school journey.

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

Pupils study a wide breadth of subjects at Glenmoor Academy. The school is ambitious for pupils to follow the suite of subjects that form the English Baccalaureate (Ebacc), and many do. They benefit from learning the trust's high-quality curriculum, which has been carefully adapted by the school. Pupils at Glenmoor are successful in all areas of their learning and achieve highly.

Teachers demonstrate excellent subject knowledge. Pupils are taught knowledge in a logical order, so they build their understanding well. Teachers use assessment in lessons to check pupils' understanding skilfully. Misconceptions are corrected promptly, and future content is adapted to what pupils still need to improve. Pupils often discuss their ideas with their peers and rehearse their answers to questions. This develops pupils' confidence. As part of the curriculum, learning is regularly re-visited to ensure that pupils remember important knowledge over time.

The school adopts an inclusive approach, whereby pupils with special educational needs and/or disabilities (SEND) access the curriculum alongside their peers. There are highly effective processes in place for the identification of pupils' needs. Staff receive extensive training on how best to support pupils with SEND. They apply this learning confidently to their practice in the classroom. Consequently, pupils with SEND thrive and achieve well.

The school identifies pupils who join the school with a reading age below their chronological age. It puts appropriate support in place, so that pupils catch up quickly. Consequently, these pupils access the wider curriculum more successfully. Pupils read a range of ambitious and diverse texts as part of the school's reading programme. They discuss and review texts enthusiastically. This supports a positive culture of reading at the school.

When moving between lessons and at social times, pupils understand the routines and what is expected of them. As such, they behave very well, and incidents of poor behaviour are rare. There are strong, mutually respectful relationships between pupils and staff. Pupils are supported well by staff to help them manage their mental health and any challenges or anxieties positively and successfully.

Through the citizenship, ethics and the school's assembly programmes, pupils learn about healthy relationships, drugs and alcohol, and online safety. Pupils develop a confident understanding of beliefs and cultures different to their own. Events such as diverse sports week, international food festivals, and cultural dress days support pupils' understanding of an inclusive and tolerant society.

Staff feel privileged to work at the school. The high standards of the school benefit the experience of all staff. However, for early career teachers in particular, the excellent behaviour of pupils allows them to teach freely. Through the trust, there are shared

systems and curriculum resources which have reduced staff workload. Staff make good use of the range of professional development opportunities available to them.

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 first ungraded inspection since we judged the school to be outstanding for overall effectiveness in June 2019.

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	140008
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10344663
Type of school	Secondary comprehensive
School category	Academy sponsor-led
Age range of pupils	11 to 16
Gender of pupils	Girls
Number of pupils on the school roll	900
Appropriate authority	Board of trustees
Chair of trust	Christian Brodie
CEO of the trust	Sir Jon Coles
Principal	Leon Lima
Website	www.glenmoor.org.uk
Dates of previous inspection	11 and 12 June 2019 under section 5 of the Education Act 2005

Information about this school

- Since the previous inspection, a new principal has been appointed.
- The school is part of United Learning.
- The school uses one unregistered provider of alternative provision.
- 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.

Information about this inspection

- 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. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- The inspectors held discussions with the principal, other members of the senior leadership team, the special educational needs and disabilities coordinator, the chair of the local governing body, a trustee, and the regional director for the trust.
- Inspectors visited a sample of lessons, spoke to teachers, spoke to curriculum leaders, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors spoke to pupils about their experiences of school and their views on behaviour and bullying. They also observed pupils' behaviour during lessons and at breaktimes.
- 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.
- Inspectors considered responses to Ofsted Parent View, including the free-text comments. The inspectors also considered responses to Ofsted's online staff and pupil surveys.

Inspection team

Kelly Olive, lead inspector

His Majesty's Inspector

Steve Smith

Ofsted Inspector

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