

# Inspection of Glascote Academy

Silverlink Road, Glascote, Tamworth, Staffordshire B77 2EA

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Inspection dates:	4 and 5 February 2025
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Outstanding

The headteacher of this school is Michelle Powell. The school is part of Fierte Multi-Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Maria Hamblin, and overseen by a board of trustees, chaired by Zoe Insley.

## **What is it like to attend this school?**

There is a strong culture of warmth and inclusivity at Glascote Academy. The school's work to make sure pupils attend regularly and on time is relentless. Pupils enjoy attending each day. They benefit from the school's ambitious curriculum and enrichment opportunities. Pupils achieve well in school.

The school sets high expectations of pupils' behaviour. The school rules help pupils to understand right and wrong. Classrooms are calm and orderly. Pupils settle quickly to tasks set and try hard to do their best. Social times are purposeful and enjoyed by pupils. They play games and explore the school grounds. Staff, pupil well-being leaders and sports leaders are on hand to support friendships and encourage sports skills.

A wide range of opportunities to broaden pupils' horizons or learn new hobbies inspire pupils. The school's farm and outdoor learning activities are firm favourites. Pupils enjoy and benefit from the range of clubs on offer including tchoukball, archery, 'no-cook cooking' and sign language. A Victorian seaside immersion day or trips to a butterfly farm, space centre and snow experience help pupils to deepen their learning.

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

The school's curriculum is ambitious for pupils, including children in the early years. It sets out the important knowledge and skills pupils need to know for future success. Knowledgeable teachers present new information to pupils in ways that make it easy for them to understand. Outdoor learning is at the heart of this school's work. Pupils create leaf collages or sculptures inspired by artists. Younger children practise counting when playing hopscotch or singing songs and rhymes. They learn to share and take turns. Pupils learn about the life cycle of plants and animals on the school's farm. They learn valuable husbandry and social skills. All this excites and motivates pupils to learn and remember more of the curriculum.

Author, magician and illustrator workshops inspire pupils to read and write using different styles and genres. A strong focus on pupils' handwriting has improved the presentation of pupils' work. Teachers make regular checks on pupils' learning in lessons and over time. However, sometimes spelling errors are not identified and addressed. This means that misconceptions become embedded and the quality of pupils' writing across the curriculum is not as strong as the school expects.

Children get off to a great start in their reading in the Reception class. Early reading is prioritised. Staff are highly skilled in teaching phonics. Pupils read and are read to regularly in school. Well-informed staff support pupils to apply their phonics knowledge by reading books that match the sounds they learn. Staff are on hand to support any pupils who fall behind in their reading. These pupils are swiftly helped to catch up quickly in their reading. All this means that pupils learn to read with the confidence and accuracy expected for their age.

Pupils with special educational needs and disabilities (SEND) are swiftly identified. The school ensures that teachers have the expertise to adapt their teaching so these pupils can access the curriculum. Where appropriate, additional adults and resources or support from external agencies are put in place. As a result, pupils with SEND achieve well. Developments in some aspects of the school's curriculum now mean that pupils are able to explore and learn the knowledge in a deep and rich way. However, in some subjects this work has not been completed. This means that pupils do not always have the opportunity to apply their knowledge to new and different situations, and develop a rich understanding of each subject as intended.

The school's 'PRIDE' virtues help pupils to persevere, respect, inquire, express and be dutiful citizens. Pupils learn about the importance of rituals and celebrations to faiths different to their own. For instance, Shabat to the Jewish faith, Christmas and Easter for Christians and pilgrimage in Islam. This helps pupils to respect difference. Pupils learn the importance of healthy and safe relationships. Elections for house captains and the work of the student governors help pupils to understand democracy. Eco-warriors promote environmental awareness. Pupils learn to keep safe when online and offline. Pupils proudly perform in the annual 'Glascote's Got Talent,' sports competitions and the 'Fierte Festival'. They are well prepared for life in modern Britain.

Leaders, the trust and trustees, know the school and its community well. They have identified the right priorities for improvement. However, some of these priorities have not all impacted on the school yet. Fierte Multi-Academy Trust provides highly effective challenge and support to school leaders. Staff value being part of the 'Glascote Family'. They say 'listening leaders' help them manage their workload and well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- Sometimes errors and misconceptions in pupils' spelling are not identified and addressed. This allows these misconceptions to become embedded and means that pupils' writing is not of the high standard the school expects. The school should ensure that all staff have the expertise to identify and address pupils' errors in spelling.
- The school has not adapted some aspects of its curriculum to provide pupils with opportunities to apply their knowledge and secure a deep complex understanding of each subject. This means that some pupils are not able to learn in the depth they could. The trust should ensure that the school has the expertise and knowledge to adapt its curriculum to meet the needs of all pupils.

## 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

<b>Unique reference number</b>	141450
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10344045
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	281
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Zoe Insley
<b>CEO of the trust</b>	Maria Hamblin
<b>Headteacher</b>	Michelle Powell
<b>Website</b>	<a href="http://www.glascote.org">www.glascote.org</a>
<b>Dates of previous inspection</b>	10 and 11 October 2023, under section 8 of the Education Act 2005

## Information about this school

- The school uses one provider of alternative provision.
- The school currently provides additional classes in some year groups to accommodate higher pupil numbers in the local area.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the second routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: early reading, English, mathematics, art and computing. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- 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 observed informal times of the day as part of their evaluation of safeguarding and pupils' behaviour.
- Inspectors held meetings with the headteacher and other senior leaders. The lead inspector met with the CEO and trustees, and had a telephone conversation with the alternative provision provider. The inspectors also talked to pupils, staff and parents to gather information about school life.
- Inspectors considered responses to Ofsted Parent View, parent discussions and the free-text comments. Inspectors also considered the responses to Ofsted's staff survey.

### **Inspection team**

Lorraine Lord, lead inspector	Ofsted Inspector
Anne Bennett	Ofsted Inspector
Michelle Bishton	Ofsted Inspector

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