

Glenbrook Primary School

Address: Clarence Crescent, Clapham Park, London, London, SW4 8LD

Unique reference number (URN): 100601

Inspection report: 20 January 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Achievement

Strong standard ●

Published data shows that pupils' progress and attainment in national tests are mostly well above the national average. The school responds to any gaps in pupils' knowledge swiftly, ensuring pupils make secure progress from their individual starting points. For example, the school puts in place one-to-one reading tutors to ensure pupils enjoy reading and achieve well. Bespoke support is well embedded, especially for pupils with special educational needs and/or disabilities, disadvantaged pupils and those pupils who join partway through their education. The high proportion of disadvantaged pupils in the school have remarkable achievement. Their performance in national tests consistently exceeds that of their non-disadvantaged peers nationally. This transforms the achievement of these pupils. It means that they, along with their peers, are exceptionally well prepared for future learning.

Across the curriculum, pupils have strong recall of current and prior learning. They make links and connections within their learning. For example, pupils use their knowledge in mathematics to interpret science experiment data. Work in books shows consistently high-quality work across subjects.

Attendance and behaviour

Strong standard ●

Attendance is positive across the school, including noticeably above-average attendance for disadvantaged pupils. Leaders work extensively with families to establish effective routines and develop positive attendance and punctuality habits. Pupils with specific barriers to attendance receive tailored support to overcome these. For example, the school provides access to breakfast club. Leaders celebrate good attendance with class certificates. Most importantly, pupils want to be in school. They feel valued members of the school community and are keen to attend.

Behaviour is consistently positive and well managed. Routines are deeply embedded, especially at the start of the day and during transitions such as lining up. Pupils across school demonstrate good focus and high levels of engagement. They work collaboratively to discuss learning and provide support for each other. Teachers set high expectations and reinforce them clearly. When behaviour incidents occur, staff support pupils to reflect and learn from their actions. Staff ensure that pupils with special educational needs and/or disabilities, when needed, learn strategies to understand and manage their emotions. During playtimes, pupils play harmoniously, with clear understanding of rules and boundaries. Pupils love the happy, safe and caring environment.

Curriculum and teaching

Strong standard ●

Leaders have created a curriculum which identifies the key knowledge and vocabulary that they want all pupils to know. Pupils enjoy a rich curriculum that leaders adapt to ensure that mixed-age classes experience the depth of national curriculum subjects. Learning has been carefully sequenced so pupils can build on prior knowledge and concepts. For example, pupils in Year 2 learn about significant people during the Great Fire. They revisit this when learning about the plague in Year 5.

Leaders ensure that all staff are trained to deliver the well-structured curriculum. Highly skilled adaptations and interventions ensure that pupils with special educational needs and/or disabilities and pupils who speak English as an additional language learn the identified key knowledge and skills. Bespoke catch-up sessions ensure pupils do not miss out on learning. Teachers skilfully model learning, supporting pupils to understand new concepts.

Across the early years and key stage 1, there is a strong emphasis on building foundational knowledge. Consistent and regular teaching enables pupils to have secure reading, writing and number knowledge. This enables them to successfully access the curriculum and be prepared for the next stages in learning. Pupils use the key vocabulary in writing and when discussing their learning effectively.

Inclusion

Strong standard ●

Inclusion is highly coordinated, reflective and deeply embedded across the school. All staff demonstrate a collective commitment to meet the complex and evolving needs of pupils. A high proportion of pupils are disadvantaged or have needs that can be a barrier to learning. The school is ambitious for all pupils, including the high number of pupils with special educational needs and/or disabilities. Disadvantaged pupils achieve significantly above the national average in key stage 2 national tests.

Pupils' needs are assessed swiftly through highly trained staff and strong communication with parents. Wide-ranging strategies are evident throughout the school to support all pupils to understand learning. The precise support in place enables pupils to access the same curriculum as their peers. Bespoke interventions and teaching support enable pupils to rapidly catch up. For example, the school puts in place an English as an additional language programme for new arrivals who need it. Staff use their checks on pupils' speech and language skills to adjust provision and help pupils to learn. Leaders work with external professionals to ensure pupils receive the right support to succeed.

Inclusive practice is significantly strengthened by the school's use of additional funding. Leaders use this funding to put the right help in place for pupils promptly and consistently. It also ensures that disadvantaged pupils benefit from the same wider school experiences as their peers. Leaders regularly check and adjust support to meet pupils' needs.

Leadership and governance

Strong standard ●

Leaders have successfully led the school through a significant period of change. The school has de-federated and amalgamated with a local primary school. Through this turbulent period, leaders have ensured that pupils' learning and care have remained at the forefront of the school's work. The impact of this can be seen in the thriving school community and pupils' achievements. Leaders accurately identify areas for improvement and ensure that all staff receive precise professional learning to sustain improvement. Leaders have identified communication and language as an area to develop further across the school. This work is having an impact on pupils' progress across the school. However, in the early years, leaders are aware of the need for more precise interactions between staff and children. Leaders have a great impact on the lives of the high proportion of disadvantaged pupils. They ensure that all pupils are equipped for the next stage in their life and learning.

The relatively newly formed governing body has demonstrated great impact while taking the school through the period of change. It has worked closely with leaders to ensure that the right structures and resources are in place to enable the school to thrive. Governors meet the statutory duties expected of them, including secure oversight of safeguarding procedures.

Leaders work effectively with external professionals and the local authority to support the school's development. For example, leaders work on curriculum development with the Maths and English Hubs. Staff value the high levels of professional learning and support they receive from leaders. Staff are immensely proud to work in this caring and nurturing school.

Personal development and wellbeing

Strong standard 

The school provides an extensive programme of personal development and wider enrichment opportunities. The curriculum ensures pupils receive deliberate teaching in personal, social, health and economic skills, with further opportunities to apply this learning across school life. For example, pupils apply strategies that they learn to help them manage their emotional wellbeing.

Pupils learn about fundamental British values through both taught content and lived experiences in school. For example, events such as Parliament Week and elections for pupil leadership roles help pupils to learn about democracy. The curriculum promotes discussion of identity, equality and anti-racism, supporting pupils to develop awareness of the diverse society in which they live. Pupils have a strong age-appropriate understanding of relationships. They appreciate the impact their actions online can have on others.

The school provides a range of opportunities to develop pupils' talents and interests. Educational visits linked to the curriculum, such as museum and theatre visits, broaden pupils' cultural horizons. Pupils enjoy clubs, including sports and chess, and are proud to represent their school at sporting tournaments. Leaders make reasonable adjustments to enable pupils with special educational needs and/or disabilities and those who are disadvantaged to take part in all activities. High aspirations are evident for pupils. Programmes such as 'Into University' and financial literacy workshops raise aspirations.

Pastoral support is highly effective. Staff know pupils well and use established systems, including art therapy and structured emotional literacy work, to meet pupils' needs. Pupils demonstrate confidence in accessing support and understand how to seek help if they have worries.

Pupil leadership roles, including school councillors and peer mentors, support the development of character, resilience and responsibility. Pupils are proud of the impact they have on the school community. For example, pupils help to organise the summer and winter fairs. Peer mentors support younger pupils with friendships and play.

Expected standard

Early years

Expected standard

The learning environment in the early years is purposeful, warm and language-rich. Children across Nursery and Reception are happy, settled and enthusiastic learners. They benefit from carefully planned opportunities to develop their communication, vocabulary and social skills. For example, teachers use songs and daily routines effectively, such as discussing the date and weather. Communication and language development is a focus for the school. Most interactions between adults and children are of high quality, but this is not consistent. Leaders are aware of the need to ensure that all staff consistently provide high-quality interactions to children.

Support for children with special educational needs and/or disabilities is a notable feature of the provision. The team works cohesively to meet high levels of need. Staff adapt questions, model language and use prompts to ensure children can access learning successfully. Staff know children exceptionally well, and relationships with families, particularly those with complex circumstances, are positive and supportive.

Early reading and phonics teaching are precise and well embedded. Children show secure recall of taught sounds, and adults use effective routines to develop accuracy and confidence. Targeted interventions are delivered skilfully and enable children to make progress in their learning. Children achieve well and are typically well prepared for the next stage in their learning.

Behaviour expectations are well understood by children, who demonstrate good listening, sitting and turn-taking skills. Most children can concentrate on activities for a sustained period. However, a few children need further support to help them to develop independence when working in the continuous provision.

What it's like to be a pupil at this school

Pupils benefit from a truly inclusive education. The school provides remarkable support for all pupils, including the high number of disadvantaged pupils. Many pupils join the school mid-year. The welcoming environment enables them to settle quickly and feel part of this happy community. Learning is purposeful and engaging. Pupils talk enthusiastically about their lessons and can describe in detail what they are learning. As a result, pupils achieve well.

Pupils experience school as a warm and caring place where adults know them well and make them feel valued. Relationships between staff and pupils are positive, characterised by consistent encouragement. Pupils feel safe and trust adults to help them with worries. They recognise that the school is committed to supporting their wellbeing, from helping them learn to manage tricky feelings to providing pastoral help when needed.

Behaviour is exemplary across the school as pupils focus on their learning. Pupils demonstrate the school value of kindness to their peers. Bullying rarely happens because

pupils respect each other and value their different personalities. Staff are swift to address any behaviour concerns. They ensure that pupils understand and follow any changes that need to be made. Pupils' attendance is high as they enjoy being in school and want to learn.

A rich programme of wider opportunities enhances daily life at the school. Pupils speak with excitement about clubs such as football and chess. Educational visits bring learning to life, for example visiting Downe House to enrich pupils' understanding of evolution. Through democratic processes such as pupil elections, pupils gain first-hand experience of concepts such as voting. Pupil leaders develop skills such as confidence and public speaking. They feel that their contributions matter, and that the school genuinely listens to their ideas.

Next steps

- Leaders should ensure that recent actions to strengthen communication and language in the early years and across the school are fully embedded.
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About this inspection

The chair of the board of governors in this school is Robert Lowerson.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with the school leaders, staff, a representative from the local authority and governors during the inspection.

The school does not currently make use of any alternative provision.

The school has undergone a significant change since the last inspection. The school de-federated from the Gipsy Hill Federation in April 2024. The school amalgamated with Kings Avenue Primary School in September 2025.

Headteacher: Ms Jane Scarsbrook

Lead inspector:

Sacha Husnu-Beresford, His Majesty's Inspector

Team inspector:

Una Buckley, His Majesty's Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 20 January 2026

School and pupil context

Total pupils

125

Below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

450

Above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

75.21%

Well above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

9.60%

Well above average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

21.60%

Well above average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	71%	61%	Above
2024/25 (revised)	71%	62%	Above
2023/24 (final)	62%	61%	Close to average
2022/23 (final)	79%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	73%	74%	Close to average
2024/25 (revised)	71%	75%	Close to average
2023/24 (final)	65%	74%	Below
2022/23 (final)	82%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	83%	72%	Above
2024/25 (revised)	86%	72%	Above
2023/24 (final)	77%	72%	Close to average
2022/23 (final)	86%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	85%	73%	Above
2024/25 (revised)	90%	74%	Above
2023/24 (final)	77%	73%	Close to average
2022/23 (final)	89%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	75%	46%	Above
2024/25 (revised)	76%	47%	Above
2023/24 (final)	65%	46%	Above
2022/23 (final)	83%	44%	Above

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	78%	62%	Above
2024/25 (revised)	76%	63%	Above
2023/24 (final)	70%	62%	Close to average
2022/23 (final)	89%	60%	Above

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	84%	59%	Above
2024/25 (revised)	88%	59%	Above
2023/24 (final)	75%	58%	Above
2022/23 (final)	89%	58%	Above

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	87%	60%	Above
2024/25 (revised)	88%	61%	Above
2023/24 (final)	75%	59%	Above
2022/23 (final)	100%	59%	Above

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	75%	68%	7 pp
2024/25 (revised)	76%	69%	7 pp
2023/24 (final)	65%	67%	-2 pp
2022/23 (final)	83%	66%	17 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	78%	80%	-1 pp
2024/25 (revised)	76%	81%	-4 pp
2023/24 (final)	70%	80%	-10 pp
2022/23 (final)	89%	78%	11 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	84%	78%	6 pp
2024/25 (revised)	88%	78%	10 pp
2023/24 (final)	75%	78%	-3 pp
2022/23 (final)	89%	77%	12 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	87%	80%	8 pp
2024/25 (revised)	88%	81%	8 pp
2023/24 (final)	75%	79%	-4 pp
2022/23 (final)	100%	79%	21 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	4.8%	5.2%	Close to average
2023/24 (3 term)	5.6%	5.5%	Close to average
2022/23 (3 term)	5.9%	5.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	8.9%	13.3%	Below
2023/24 (3 term)	15.9%	14.6%	Close to average
2022/23 (3 term)	17.9%	16.2%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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