

Inspection of Gladesmore Community School

Crowland Road, Tottenham, London N15 6EB

Inspection dates: 22 and 23 October 2024

The quality of education **Outstanding**

Behaviour and attitudes **Outstanding**

Personal development **Outstanding**

Leadership and management **Outstanding**

Previous inspection grade Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding for overall effectiveness at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since December 2013.

What is it like to attend this school?

Respect is the cornerstone of this school community. All pupils, including those with special educational needs and/or disabilities (SEND), are made to feel part of the Gladesmore family. Teachers are highly respectful of their pupils and, in turn, pupils respect their teachers. Pupils are kept safe here. They know that all staff will respond swiftly and effectively to any concerns that may arise.

Pupils are excellent ambassadors for their school. Leaders take every opportunity to ensure that older pupils are role models for their younger peers. For example, weekly assemblies are used to celebrate achievements and inspire other pupils. Pupils become leaders here. In particular, the school council is actively involved in many parts of school life. Many pupils choose to return to the school as a member of staff. Pupils are encouraged to take part in a wide range of activities to enrich their academic learning. Weekly Saturday sessions allow pupils to follow their talents and interests.

Leaders and staff at all levels are highly ambitious for their pupils. All pupils follow a broad and well-sequenced curriculum. They are consistently focused on their studies in lessons and work hard. Pupils benefit from teachers' adaptations to lessons, which ensure that all pupils succeed. As a result, pupils are well prepared for the next stage of their learning.

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

The curriculum frequently exceeds what is expected nationally. It is carefully designed to reflect the diversity of the school community. In history, for example, pupils look beyond the American civil rights movement and compare this to civil rights protests in Britain. Similarly, in English, teachers use 'The Merchant of Venice' to highlight respect for other religions and cultures. The school identifies carefully the important knowledge that pupils need to learn. Teachers plan multiple opportunities to revisit and build on this.

Teachers are well trained and become experts in their subjects. They present information clearly and take every opportunity to check pupils' understanding. Where teachers identify misconceptions, they swiftly address these. As a result, pupils are well placed to tackle more challenging concepts as they advance through the curriculum. Pupils enjoy their learning. They develop a deep body of knowledge and produce high-quality work in different subjects.

Pupils with SEND flourish. Highly effective processes ensure that the needs of pupils with SEND are identified swiftly. Knowledgeable staff provide and regularly review the support that pupils receive. This includes, where necessary, an adapted but ambitious curriculum. As a result, pupils with SEND are exceptionally well prepared for the next stage of their education.

Reading is a high priority for all pupils. The two well-resourced libraries are the beating heart of the school. As a result, pupils are helped to select books that match their reading ability. Effective systems ensure that pupils needing additional help with their reading

benefit from skilful support. As a result, these pupils read with increasing fluency and comprehension. Motivated by their successes, pupils are well placed to successfully access the ambitious curriculum.

All staff have consistently high expectations of pupils' behaviour. Pupils have a clear understanding of how they are expected to behave. As a result, they are calm and orderly both in and outside of the classroom. Leaders intervene swiftly on the rare instances when pupils need support to meet the school's high expectations, including around attendance. Leaders think about the necessary support for pupils' behaviour and attendance with great care and knowledge of the individual. As a result, pupils and their families receive the help they need to attend regularly and on time.

The school's programme of personal, social, health and economic (PSHE) education is carefully thought out. Pupils learn about topical issues such as the dangers of vaping and drugs. A programme of additional workshops encourages pupils to stay safe, such as a recent assembly on consent. The school provides extensive resources to support positive mental health, including counselling and work with the local authority. The innovative careers curriculum provides links with a vast range of both employers and education providers. For example, high numbers of pupils are supported to progress to prestigious further education settings via a charity-funded bursary. This contributes significantly to pupils' motivation and aspiration to succeed at school and beyond.

Leaders and those responsible for governance use their diverse expertise and knowledge of the school to provide highly effective challenge and support. For example, when published outcomes did not match leaders' expectations in 2023, the school undertook careful and detailed analysis of contributory factors. As a result, effective adaptations have been made to support pupils to achieve highly. This includes a comprehensive and bespoke tutoring programme that addresses any gaps in individual pupils' subject knowledge. Staff at all levels are proud to work at this school. They appreciate the multiple opportunities for their professional development. Staff feel their workload is well considered and managed.

Safeguarding

The arrangements for safeguarding are effective.

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	102157
Local authority	Haringey
Inspection number	10345785
Type of school	Secondary Comprehensive
School category	Community
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	1,248
Appropriate authority	The governing body
Chair of governing body	Alex Sweet
Headteacher	Goldwater Ojokor
Website	www.gladesmore.com
Dates of previous inspection	4 and 5 December 2013

Information about this school

- The school uses three registered alternative providers.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 7 to 13 with information and engagement about approved technical education qualifications and apprenticeships.
- The current headteacher took up post in September 2022.

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 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.
- During the inspection, inspectors held meetings with the headteacher and other senior leaders. The inspectors met with members of the governing body and a representative of the local authority.
- Inspectors carried out deep dives in English, mathematics, history, modern foreign languages and computing. They met with subject leaders to discuss the curriculum, visited lessons, spoke with teachers, spoke with pupils and looked at samples of their work.
- The curriculum in other subjects was considered as part of the inspection.
- 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 gathered the views of pupils, parents and carers and staff through discussions and responses to Ofsted's online surveys, including the free-text comments.

Inspection team

Hannah Glossop, lead inspector	His Majesty's Inspector
Brian Oppenheim	His Majesty's Inspector
Gareth Cross	Ofsted Inspector
Alice Clay	Ofsted Inspector
Yvonne Chisholm	Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024