



Glenthorne High School

Address: Sutton Common Road, Sutton, Surrey, SM3 9PS

Unique reference number (URN): 136914

Inspection report: 6 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.

Inclusion**Exceptional** ●

Leaders have created a highly inclusive culture that enables pupils to flourish in this school. Staff precisely identify pupils' needs. They continually assess and reduce particular barriers to pupils' learning and wider success. Leaders provide highly personalised support that makes a significant difference to vulnerable pupils' achievement, attendance and personal development.

Pupils with special educational needs and/or disabilities and pupils experiencing disadvantage, including those known (or previously known) to children's social care, are expertly supported to make excellent progress through the full curriculum. The most vulnerable pupils thrive and secure consistently strong outcomes. Pupils with education, health and care plans, including those in the additionally resourced provision and others with more complex needs, flourish. They develop a deep understanding of academic knowledge while also developing the social and learning skills needed to prosper in and out of school.

Leaders target their help precisely to remove barriers to learning while boosting the wellbeing of pupils. For instance, targeted academic support addresses gaps in pupils' knowledge of literacy to support their access to the full curriculum. This work has a sustained, tangible impact on pupils. Clubs for pupils who speak English as an additional language focus on developing conversational English to provide pupils with additional opportunities to form new friendships.

Bespoke, high-quality careers guidance and work placements for vulnerable pupils help to build their confidence, experience and readiness for ambitious next steps. Several aspects of the school's work in this area have influenced the work of professionals from the local area, including the support provided for vulnerable pupils to allow them to benefit from work experience placements.

Leaders continuously monitor progress and refine support to ensure that it has a significant impact on pupils' outcomes. As a result, the school's most vulnerable pupils achieve superb academic outcomes, engage fully in school life and leave school ready for their next steps in education and/or careers.

Personal development and wellbeing**Exceptional** ●

Leaders' exceptionally well-coordinated and personalised system of pastoral support helps to ensure that pupils' individual needs are identified and met. Any pupils considered vulnerable or experiencing disadvantage are prioritised for support through tailored provision such as counselling, mentoring, attendance support, sixth-form house buddies and carefully guided access to enrichment opportunities.

Leaders regularly review the support that pupils access and the impact that this is having, ensuring that support is timely and effective. This nurtures a strong sense of security, confidence and belonging, and it enables pupils to engage fully in learning and school life.

The school's personal development programme is first class. It is coherent, highly ambitious and closely aligned to pupils' experiences across the curriculum. The impact of this programme is impressive. Through the personal, social, health and economic curriculum, the relationships and sex education offer, and wider tutor programmes, pupils regularly reflect on ethical issues. They learn about prejudice, discrimination and global events. Structured, purposeful discussion and enrichment activities are planned to help pupils develop social skills, cooperation and empathy. Pupils are encouraged to contribute to the school's inclusive culture through volunteering and participating in initiatives such as anti-bullying campaigns. In doing so, they further demonstrate tolerance, respect and their understanding of fundamental British values.

The school provides an uncommonly extensive programme of cultural and creative opportunities. Pupils participate in performing arts, media, visual arts and sports through a vast programme of extra-curricular clubs, Saturday school and regular performances. Pupils' talents and interests are nurtured, with particular importance placed on the arts, in which pupils perform at an exceptionally high level.

Leaders actively identify and support pupils who face barriers to participation, enabling them to pursue interests and develop confidence. Careers education, information, advice and guidance is highly effective, including for vulnerable pupils. This prepares pupils well for further education, apprenticeships and employment. Pupils access a range of highly ambitious destinations that align well with their interests and ambitions. The school's careers programme for pupils with special educational needs and/or disabilities is seen as a beacon of excellence that other schools benefit from.

Across the school, pupils develop deep, detailed knowledge and skills to keep themselves physically and mentally healthy, manage online and offline risks and make informed choices.

Strong standard ●

Achievement

Strong standard ●

Over time, pupils achieve consistently well at this school. For example, at the end of their GCSE studies, pupils across all groups, including those who are disadvantaged, achieve significantly above national averages.

When joining the school, pupils promptly secure strong foundations in reading, writing and mathematics. This supports their success across the wider curriculum. Across all year groups, pupils develop deep, rich knowledge through the curriculum. They produce high-quality work.

In the sixth form, students further build on the successes they achieved in the main school. The school supports sixth-form students effectively to make progress from their high starting points. Students develop detailed, secure knowledge in their chosen courses. They achieve well, which is typically represented in published outcomes.

Pupils' deep, well-established knowledge and understanding of the curriculum prepares them well for their next steps in education, employment or training. The school ensures that

ambitious destinations are well matched to pupils' and students' interests and aspirations.

Attendance and behaviour

Strong standard ●

Over time, pupils' attendance is consistently high, including for disadvantaged pupils. Leaders have established systems that support pupils to attend school regularly and benefit fully from learning. Attendance is closely monitored by pastoral leaders who expertly identify barriers to attendance and work proactively with families to overcome them. Pupils experiencing disadvantage, including those with special educational needs and/or disabilities (SEND) and those with individual barriers to attending, all receive targeted support. This support includes, for instance, individual mentoring, breakfast provision and personalised support. Leaders maintain close communication with parents, arranging meetings or online consultations when needed. As a result, pupils fully understand the importance of regular attendance.

The school's culture is highly conducive to learning. Classrooms and social areas are calm and orderly. Pupils' commitment to their studies shines through in classrooms, which are consistently purposeful and highly focused learning environments. Pupils' learning is free from disruption. Leaders ensure that any incidents of bullying, discrimination or harassment are addressed promptly and effectively. Staff apply the school's behaviour approaches with a high level of consistency. Where pupils need additional support to improve their behaviour, leaders act swiftly and in their best interests. This includes making adaptations to approaches to support, for instance, pupils with SEND.

Curriculum and teaching

Strong standard ●

Leaders have devised a highly ambitious, well-sequenced curriculum. The curriculum enables pupils to consistently build on their prior knowledge and deepen their understanding of subject content. For instance, in Year 9, pupils study the events of the Holocaust in history before revisiting it in religious studies to understand the human impact of these events.

Teachers are knowledgeable about their subjects and the curriculum. Leaders identify opportunities to further strengthen teachers' expertise and provide timely, focused training. Teachers present subject matter clearly and model for pupils how to apply what they know. They consistently ensure that pupils develop ambitious vocabulary and support them to use this in their spoken and written work. They make necessary adaptations to ensure that all pupils can learn the intended curriculum, including, for instance, those with additional needs.

Leaders prioritise the needs of pupils who have not yet secured the strong foundations they need to succeed in the curriculum. They provide comprehensive support so that any gaps in pupils' knowledge close quickly. Pupils develop confidence and proficiency in essential skills such as reading.

Leadership and governance

Strong standard ●

Leaders and governors provide high-quality oversight and direction. They work closely together with staff and other partners to ensure that pupils are supported to achieve well academically, socially and personally. They have a deep understanding of the school's

strengths and areas for improvement, prioritising actions that impact positively on pupils. For example, leaders have sought to tackle the complex barriers to attendance that some vulnerable pupils face.

Governors and trustees fulfil their statutory duties rigorously and hold leaders to account effectively. They use evidence from monitoring visits and data analysis, alongside the views of pupils, parents and staff, to ensure that school improvement priorities are purposeful.

School policies and systems are regularly reviewed and adapted to meet the needs of all pupils, including those who face barriers to their learning. Leaders throughout the school understand their roles in supporting the school's priorities.

Leaders have prioritised supporting the most vulnerable groups of pupils. Leaders ensure that pupils with special educational needs and/or disabilities, including those who are part of the additional resourced provision, are supported well to benefit from the high-quality education and enrichment opportunities the school offers. Those with other vulnerabilities are supported to flourish academically and socially. Leaders regularly check that their actions are helping pupils to succeed as intended. Further adaptations are made where needed. Leaders draw on a wide network of professionals to enrich pupils' experience and further enhance the support they receive. This results in high levels of academic success and regular participation in wider school life for all groups of pupils.

Leaders build staff expertise through well-planned professional development, including structured training for early career teachers. This helps maintain the high standards of teaching that exist across the school. Leaders prioritise staff wellbeing, carefully managing workload through thoughtfully tailored development opportunities and close consultation with staff.

Most parents who responded to Ofsted's inspection survey said that they would recommend the school to another parent.

Post 16 provision

Strong standard 

Students in the sixth form follow an ambitious and well-planned curriculum. The curriculum allows pupils to build well on their high prior attainment and prepares them effectively for their next stage of education, training and/or employment. Teachers have well-developed subject knowledge and make thoughtful choices about what to teach. Sixth-form students are encouraged to read widely. They draw on their wider knowledge to enrich classroom discussions.

Leaders provide specific support and training where they identify an opportunity to further strengthen the post-16 curriculum or its delivery. This supports students' strong achievement in the sixth form over time. This is particularly the case for students on A-level programmes whose academic outcomes are above the national average. Academic outcomes for those students on applied courses are broadly in line with their peers nationally.

The sixth form offers a wide range of wider opportunities that allow students to develop talents and interests beyond the classroom. These include leadership roles, volunteering, societies such as debating, science, technology, engineering and mathematics clubs, and a wide range of performing arts activities. Visiting speakers, workshops and guidance from the

careers team support students in making informed choices about higher education, apprenticeships and employment. This includes carefully matched work experience placements with local employers, which help to foster student independence while developing their practical skills. Students leave the post-16 provision well prepared for their next steps, with a clear sense of direction and the skills to thrive in their destinations.

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

Leaders and staff are ambitious for all pupils to achieve high standards in their studies, conduct and personal development at this school. Pupils and staff forge courteous and respectful relationships. Pastoral support is highly personalised, helping pupils overcome challenges, attend regularly and feel secure. This creates a sense of safety and belonging for pupils from all backgrounds, including those who access the school's specially resourced provision. The school's culture of inclusivity is of the highest quality.

Leaders have established a high-quality curriculum and ensure pupils benefit from expert teaching. This supports pupils to develop deep, rich knowledge and skills across the curriculum. Pupils enthuse about what they have learned and discuss it with considerable insight.

Typically, pupils achieve well in national tests and examinations over time, making strong progress incrementally through the school's curriculum. In the sixth form, students studying A-level courses do particularly well. The school expertly supports pupils to secure ambitious destinations, which are carefully matched to their aspirations. Pupils and students in the sixth form are well prepared to succeed beyond school.

Pupils' conduct is excellent. Their high levels of respect for others and dedication to their learning help to make the school a harmonious community in which pupils flourish. Older pupils act as tremendous role models, including as 'House Buddies' and when running societies for younger pupils. The school takes intelligent steps to prevent bullying and deals with it effectively in the few instances where it happens.

Leaders are fully informed of the risks that pupils face. Staff respond to any concerns swiftly and with great care to ensure the safety and wellbeing of pupils. The school's superb, innovative and unique personal development offer includes thoughtful information about how pupils can keep themselves safe from harm.

Next steps

- Leaders and those responsible for governance should sustain the effectiveness of their work in areas that are currently having a transformational impact on pupils, including in inclusion and in work to develop pupils' personal development and wellbeing. They should continue to further strengthen other high-performing areas of the school's work so that these also have an equally positive impact on pupils' experiences in school.

About this inspection

The school is part of The Willow Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Stephen Hume, and overseen by a board of trustees, chaired by Simon Brown.

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.

Inspectors spoke with the headteacher, other leaders, class teachers, support staff, trustees and pupils during the inspection.

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 inspectors confirmed the following information about the school:

The school includes provision for up to 20 pupils with autism spectrum disorder in its specially resourced provision. The pupils on roll who access this provision also access the school's mainstream offer.

The school makes use of 4 alternative provisions, including 2 that are unregistered.

Principal: Sarah Peacock

Lead inspector:

Rebecca Iles-Smith, His Majesty's Inspector

Team inspectors:

Cathy Reid, Ofsted Inspector

Russell Bennett, His Majesty's Inspector

Paul Robinson, Ofsted Inspector

Karim Ismail, Ofsted Inspector

Alan Blount, Ofsted 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 6 January 2026

School and pupil context

Total pupils

1,782

Well above 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: 1,067

School capacity

1,558

Well 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: 1,153

Pupils eligible for free school meals (FSM)

15.60%

Below average

What does this mean?

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

National average: 28.9%

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

4.43%

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: 3.09%

Pupils with special educational needs (SEN) support

8.47%

Below average

What does this mean?

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

National average: 13.4%

Location deprivation

Below 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)

Resourced provision

What does this mean?

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

Type of specialist provision (if applicable)

ASD - Autistic Spectrum Disorder

What does this mean?

The type of Special Educational Needs provision provided at the school (if applicable).

All pupils' performance

English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

| Year | This school | National average | Compared with national average |
|-----------------------|-------------|------------------|--------------------------------|
| 2024/25 (provisional) | 75.2% | 45.2% | Above |
| 2023/24 (final) | 76.2% | 45.9% | Above |
| 2022/23 (final) | 73.4% | 45.3% | Above |

Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

| Year | This school | National average | Compared with national average |
|-----------------------|-------------|------------------|--------------------------------|
| 2024/25 (provisional) | 61.6 | 45.9 | Above |
| 2023/24 (final) | 60.8 | 45.9 | Above |
| 2022/23 (final) | 61.4 | 46.3 | Above |

Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

| Year | This school | National average | Compared with national average |
|-----------------|-------------|------------------|--------------------------------|
| 2023/24 (final) | 0.75 | -0.03 | Above |
| 2022/23 (final) | 0.75 | -0.03 | 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' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

| Year | This school | National average | Compared with national average |
|-----------------------|-------------|------------------|--------------------------------|
| 2024/25 (provisional) | 60.0% | 25.6% | Above |
| 2023/24 (final) | 63.9% | 25.8% | Above |
| 2022/23 (final) | 62.0% | 25.2% | Above |

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

| Year | This school | National average | Compared with national average |
|-----------------------|-------------|------------------|--------------------------------|
| 2024/25 (provisional) | 51.6 | 34.9 | Above |
| 2023/24 (final) | 53.0 | 34.6 | Above |
| 2022/23 (final) | 56.3 | 35.0 | Above |

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

| Year | This school | National average | Compared with national average |
|-----------------|-------------|------------------|--------------------------------|
| 2023/24 (final) | 0.36 | -0.57 | Above |
| 2022/23 (final) | 0.50 | -0.57 | 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' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

| Year | This school | National non-disadvantaged score | School disadvantage gap |
|------------------------------|-------------|----------------------------------|-------------------------|
| 2024/25 (provisional) | 60.0% | 52.8% | 7.2 pp |
| 2023/24 (final) | 63.9% | 53.1% | 10.8 pp |
| 2022/23 (final) | 62.0% | 52.4% | 9.6 pp |

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

| Year | This school | National non-disadvantaged score | School disadvantage gap |
|------------------------------|-------------|----------------------------------|-------------------------|
| 2024/25 (provisional) | 51.6 | 50.3 | 1.3 |
| 2023/24 (final) | 53.0 | 50.0 | 3.0 |
| 2022/23 (final) | 56.3 | 50.3 | 6.0 |

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

| Year | This school | National non-disadvantaged score | School disadvantage gap |
|-----------------|-------------|----------------------------------|-------------------------|
| 2023/24 (final) | 0.36 | 0.16 | 0.19 |
| 2022/23 (final) | 0.50 | 0.17 | 0.33 |

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

| Year | This school | National average | Compared with national average |
|----------------------------|-------------|------------------|--------------------------------|
| 2023 leavers (provisional) | 95% | 91% | Above |
| 2022 leavers (revised) | 94% | 93% | Average |
| 2021 leavers (revised) | 96% | 94% | Average |

16 to 18 performance

A-level average point score

The average points that students achieved per A-level entry.

| Year | This school | National average | Compared with national average |
|-------------------|-------------|------------------|--------------------------------|
| 2024/25 (revised) | 38.87 | 34.99 | Above |
| 2023/24 (final) | 38.72 | 34.38 | Above |
| 2022/23 (final) | 40.70 | 34.16 | Above |

A-level value added

A score showing students' progress between the end of key stage 4 and the end of their academic qualification studies.

| Year | This school | National average | Compared with national average |
|-------------------|-------------|------------------|--------------------------------|
| 2024/25 (revised) | -0.1 | 0.0 | Close to average |
| 2023/24 (revised) | 0.0 | 0.0 | Close to average |

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) | 5.7% | 8.1% | Below |
| 2023/24 (3 term) | 5.7% | 8.9% | Below |
| 2022/23 (3 term) | 5.9% | 9.0% | Below |

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) | 12.0% | 21.9% | Below |
| 2023/24 (3 term) | 13.9% | 25.6% | Below |
| 2022/23 (3 term) | 13.1% | 26.5% | Below |

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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