

Giggleswick Primary School

Inspection report

Unique Reference Number	121392
Local authority	North Yorkshire
Inspection number	380229
Inspection dates	13–14 December 2011
Reporting inspector	Ann Ashdown

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	4–10
Gender of pupils	Mixed
Number of pupils on the school roll	49
Appropriate authority	The governing body
Chair	Pam Jordan
Headteacher	Anne Michelmores-Brown
Date of previous school inspection	7 July 2009
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Introduction

This inspection was carried out by one additional inspector. She observed teaching and learning in eight lessons led by four teachers. She held meetings with members of the governing body, staff and pupils. She observed the school's work, and looked at pupils' books, pupils' progress data, safeguarding information and other documentation. The inspector analysed 26 questionnaires from parents and carers and also those from pupils.

The inspector reviewed many aspects of the school's work. She looked in detail at a number of key areas.

- Whether all pupils are making the progress of which they are capable, particularly in writing.
- The effectiveness of the school's efforts to improve teaching, learning and assessment.
- The effectiveness of leaders and managers at all levels to bring about further school improvement.
- The quality of pupils' personal development and of the care, guidance and support they receive, and whether these are strengths of the school as they were at the time of the last inspection.

Information about the school

This is a well-below average-sized primary school. Pupils are taught in three mixed-age classes. Almost all pupils are White British and none speaks English as an additional language. A well-below average proportion of pupils are known to be eligible for free school meals. The proportion of pupils who have special educational needs and/or disabilities is average. The school has gained Healthy School status and has an Activemark award.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school which has improved since the last inspection. The roles of middle leaders and managers have been developed and their work has had an impact on improving teaching and accelerating pupils' progress. Revised approaches to the teaching of reading and more problem-solving activities in mathematics are making learning more exciting for pupils. The school's self-evaluation of its strengths and areas for development is accurate. Members of the governing body, the experienced and knowledgeable headteacher and all staff have a clear focus on developing the school further. Appropriate priorities, such as raising attainment in writing, have been identified for further improvement and the school now has good capacity to realise these goals.

The school has significant strengths in the good care, guidance and support it provides for pupils which contribute well to their good personal development. Pupils behave well, their attendance is high and they are keen to take responsibility and contribute to their school and the local community. They speak enthusiastically about being members of the school council, looking after younger pupils and raising funds for different charities. A good curriculum, which is enriched and supported by good partnerships with parents and carers, with other organisations and also by visits and visitors to the school, adds greatly to pupils' enjoyment of learning.

Children enter the Early Years Foundation Stage with skills that are often below those expected for their age. They get a good start to their education in the Reception class where children make good progress. This good progress continues as they move through Key Stages 1 and 2 and attainment is usually above expectation when pupils leave Year 5. Pupils' achievement is good overall in response to the good teaching they receive. In most lessons, teachers use interesting resources, plan exciting tasks and make good use of information and communication technology (ICT) to ensure pupils are fully engaged in their learning. Teachers know pupils well and in the best lessons, work is closely tailored to their differing needs and abilities. Objectives are clear and learning is checked regularly. However, this good practice is not yet fully shared across the school. In a few lessons, learning, although satisfactory, is not checked regularly and objectives are less clear, which means that pupils are not quite as sure where to focus their learning. Pupils' work is marked and their progress assessed regularly. However, using the results of assessments to plan future learning, although improving, is not yet fully embedded in the work of the

school. These less strong features in teaching have most impact on pupils' relatively lower attainment and slower progress in writing.

What does the school need to do to improve further?

- Raise pupils' attainment and accelerate their progress, particularly in writing by:
 - ensuring that pupils have exciting and relevant stimuli for their writing and opportunities to practise their writing skills across all areas of the curriculum
 - embed more fully the consistent use of assessments to plan pupils' future learning.

- Improve the quality of teaching so every lesson is at least good by:
 - setting clear lesson objectives and sharing these with pupils
 - checking pupils' learning regularly both during and at the end of lessons
 - sharing good practice more widely across the school.

Outcomes for individuals and groups of pupils

2

Pupils work diligently in lessons and are keen to succeed. They answer questions readily, enjoy learning and achieve well. In a mathematics lesson, Years 4 and 5 pupils made good progress as they confidently used timetables to work out when the Santa Shuttle would arrive at Igloo Close. Children generally enter the Reception class with skills below the levels expected nationally for their age and all groups of pupils make good progress as they move through the school. Pupils with special educational needs and/or disabilities make progress in line with their peers because they receive timely and well-focused help from teachers and teaching assistants. In teacher assessments at the end of Year 5, pupils' attainment is above expectations overall. The school's detailed tracking data confirm the good progress that pupils are making. Although opportunities for pupils to practise writing across all subject areas are not yet fully developed, work in pupils' books shows clear evidence that the school's current focus on improving pupils' writing is beginning to have an impact.

Pupils demonstrate their enjoyment of school through their high attendance and their enthusiasm for learning. Their ability to work together in pairs and teams, combined with their good basic skills, means they are well prepared for the next stage of their education and later life. They have a developing awareness of spiritual and cultural matters and a clear sense of what is right and what is wrong. Pupils clearly understand the importance of being healthy and know how to stay safe. They are keen to take responsibility and care for each other. Year 5 pupils were seen taking their responsibilities for younger pupils very seriously as they escorted them to the church to prepare for their Christmas production.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers begin each day by giving pupils interesting and varied mathematics activities and challenges which ensure no learning time is wasted. Although a little unseasonal, the stall selling beach items was doing a brisk trade as Year 2 and 3 pupils correctly worked out the price of multiple items and calculated complex quantities of change. In most sessions, the lesson objective is made clear and pupils' progress towards it is checked carefully. Work is challenging and expectations for all pupils are high. However, in a minority of lessons these strengths are not as well developed and progress is satisfactory rather than good. Pupils' work is marked regularly. They are given good oral and written feedback which helps them to improve their work. Since the last inspection, the use of assessment to plan the next steps in pupils' learning has improved markedly; however, this good practice is not yet fully embedded in the work of the school.

The curriculum meets pupils' needs well. It has strengths in the wide range of extra-curricular activities, particularly sport, that the school offers and also in the interesting trips and visits it provides. Pupils talked enthusiastically about their recent residential visit to an outdoor centre, about the new friends they made from other schools and about their newly acquired skills in canoeing and orienteering. Pupils' basic skills are taught well in literacy and numeracy lessons, although their opportunities to write about exciting and relevant topics across the curriculum are not yet fully developed.

Pupils and their parents and carers are very appreciative of the good care, guidance and support that the school provides. Pupils feel safe in school and are secure in the knowledge that there is always an adult to turn to if they need help. The school makes good use of specialist agencies to ensure that any pupils whose circumstances make them vulnerable receive the sensitive expert help they need. Transition arrangements from local nurseries into the Reception Year and for Year 5 pupils to middle school are well organised and this helps pupils to settle quickly into the next phase of their education.

¹The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher, members of the governing body and all leaders and managers have worked as a very effective team to bring about improvement since the last inspection. All staff share a clear vision for further improvement which is leading to improved outcomes for pupils. The progress of all groups of pupils is tracked carefully and timely extra help is given when this is needed. Governance is good. Members of the governing body make the best use of their skills and expertise to monitor the work of the school and play their part in determining its strategic direction. All pupils have good equal opportunities to succeed. They feel that their voice is heard and their opinions are valued. Discrimination of any kind is not tolerated. Close links with a wide range of partners both enrich the curriculum and provide pupils with opportunities to make friends and meet pupils from other schools. Safeguarding policies are clear and updated regularly. All staff are well trained and have an acute awareness of safeguarding, child protection and risk assessment issues. Community cohesion is promoted well. The school has particularly close links with the local community and also links with schools further afield, including one in France.

These are the grades for the leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children settle quickly into the Early Years Foundation Stage and soon become confident learners. Most enter the school with skills below those typical for their age. Children make good progress from their individual starting points and attainment for most pupils is close to average when they enter Year 1. Children enjoy learning in a vibrant indoor environment when they confidently choose from a range of interesting

activities. Teachers ensure that essential skills in language and number are well taught through activities which build upon children’s interests. For example, children showed a real interest in rockets and made good progress in learning about shape by building imaginative models of them in a range of materials. A secure outdoor learning environment also provides children with a further range of interesting activities. All safety and welfare requirements are met. Staff support children well and monitor their progress closely. Achievements are recorded and shared through home school books which allow parents and carers to fully support their children’s learning. The Early Years Foundation Stage is well led and managed by an experienced leader who ensures that children enjoy learning and have a good start to their education in the Reception Year.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management in the Early Years Foundation Stage	2

Views of parents and carers

The overwhelming majority of parents and carers are entirely happy with the education the school provides. They are particularly appreciative of the good care, guidance and support that their children receive. Inspection evidence entirely supports these views. A very few parents and carers felt that the school did not deal effectively with challenging behaviour. Inspectors found behaviour to be good and any minor incidents of challenging behaviour to be well managed by staff.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Giggleswick Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspector received 26 completed questionnaires by the end of the on-site inspection. In total, there are 49 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	19	73	7	27	0	0	0	0
The school keeps my child safe	21	81	5	19	0	0	0	0
The school informs me about my child's progress	17	65	9	35	0	0	0	0
My child is making enough progress at this school	15	58	11	42	0	0	0	0
The teaching is good at this school	16	62	10	38	0	0	0	0
The school helps me to support my child's learning	20	77	6	23	0	0	0	0
The school helps my child to have a healthy lifestyle	18	69	8	31	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	16	62	9	35	0	0	0	0
The school meets my child's particular needs	18	69	8	31	0	0	0	0
The school deals effectively with unacceptable behaviour	13	50	11	42	2	8	0	0
The school takes account of my suggestions and concerns	16	62	10	38	0	0	0	0
The school is led and managed effectively	19	73	7	27	0	0	0	0
Overall, I am happy with my child's experience at this school	20	77	6	23	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



15 December 2011

Dear Pupils

Inspection of Giggleswick Primary School, Settle, BD24 0BJ

Thank you for the very warm welcome you gave me when I inspected your school. A particular thank you to all those of you who spoke with me and told me with such enthusiasm about all the things you really enjoy doing at school. Please thank your parents and carers for filling in the questionnaire.

These are some of the things I have said in the inspection report:

- yours is a good school where you make good progress and your attainment is above expectation
- children in the Reception Year get a good start to their education
- the care, guidance and support you receive are good
- your behaviour is good, your attendance is excellent and you have a good knowledge of how to stay safe and healthy. You also make a good contribution to the school and the local community
- the teaching you receive, the leadership and management of your school and the curriculum you follow are all good.

This is what I have asked your school to do now.

- Help you to make even faster progress, particularly in writing, by;
 - giving you more exciting opportunities to practise your writing skills in different subjects
 - using assessments of your work to identify where you need most help and to plan future lessons which will help you improve even further.
- Make your lessons even better by:
 - setting clear objectives for each lesson and sharing these with you
 - checking your learning regularly both during and at the end of lessons
 - asking your teachers to share their best ideas for lessons more widely.

You can all help your school to improve even further by continuing to work with your teachers to achieve the very best you can.

Yours sincerely

Ann Ashdown
Lead inspector

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