

Glasshouses Community Primary School

Inspection report

Unique Reference Number	121404
Local authority	North Yorkshire
Inspection number	395622
Inspection dates	19–20 June 2012
Lead inspector	Sue Hall

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	70
Appropriate authority	The governing body
Chair	Hugh Beever
Headteacher	Lynn Tee
Date of previous school inspection	27 March 2007
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Introduction

Inspection team

Sue Hall

Additional Inspector

This inspection was carried out with two days' notice. The inspector observed three teachers in eight lessons. She observed guided reading activities with children in the Early Years Foundation Stage to Year 3 and heard a sample of pupils of mixed abilities read individually. The inspector held meetings with groups of pupils, senior leaders, and representatives of the governing body. The inspector observed the school's work, looked at data about achievement across the school and examined samples of pupils' recent work. She scrutinised documents, including self-evaluation information and a sample of whole-school policies. The inspector examined evidence regarding the safeguarding of pupils. She analysed 35 questionnaires received from parents and carers, five from members of staff and 55 from pupils.

Information about the school

This is a school that is much smaller than the average size. A large majority of pupils are of White British background, with a very small number speaking English as an additional language. The percentage known to be eligible for free school meals is below average, as is the proportion of pupils supported by school action plus. No pupils have a statement of special educational needs. The school meets the current floor standard, the minimum expectations for attainment set by the government. There is provision for children in the Early Years Foundation Stage from the age of four taught in a mixed-age class. Almost half the pupils attend the school from outside the catchment area, including some who transfer here in Key Stage 2. Two of the three teaching staff started in the school this year as newly qualified teachers. The school holds the Inclusion Quality Mark and a Healthy Schools 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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	1
Leadership and management	2

Key Findings

- This is a good school. It is not outstanding because the progress pupils make in writing is not as strong as in other areas and there is not always enough challenge in the teaching of the highest-attaining pupils. The school has many long-standing pastoral strengths and pupils, staff, parents and carers, rightly, comment on the outstanding family ethos where everyone is valued.
- All pupils make good progress as they move through the school and they achieve well, especially in reading and mathematics. Standards in writing are not quite as high as in other subjects and some boys are not motivated enough to produce work that is sufficiently detailed to achieve the higher levels.
- The quality of teaching is good throughout the school. Staff have warm working relationships with the pupils and good expectations of what they can achieve. Teaching assistants are effective in supporting specific groups of pupils. Staff plan linked, but different activities for the wide age and ability range within classes. At times, though, pupils do not know their individual targets for improvement and some tasks do not challenge the highest attainers sufficiently.
- The behaviour and safety of the pupils are excellent. Their behaviour towards one another and the adults they work with is exemplary. It ensures that they feel safe and that there is freedom from bullying and harassment.
- The leadership and management of the school are good. The headteacher's strong and determined leadership ensures an effective focus on improving teaching and raising standards further through the management of performance. Pupils' spiritual, moral, social, and cultural development is promoted through excellent celebration assemblies, where the recognition of pupils' efforts and their musical talents raises self-esteem. Governance is good and, with the staff team working well together, there is good capacity for improvement.

What does the school need to do to improve further?

- Raise standards of pupils' writing by:
 - providing a range of activities that interest and motivate the boys to write with enthusiasm
 - extending the opportunities for all pupils to write at greater length and in more depth, in order to achieve the higher levels in their work.
- Ensure that teaching meets the needs of the highest attainers by:
 - making full use of assessment information to set work that consistently challenges all pupils
 - making sure pupils are clear about their learning targets and the next steps needed to attain them.

Main Report

Achievement of pupils

Children enter the Early Years Foundation Stage with widely varying abilities and early experiences. Overall, their skills are usually in line with the expectations for their age, with a small number in most years identified as gifted and talented in specific areas. Children in the Reception Year work separately from their older classmates and make good progress, for example, when discussing their ideas for writing about a magic bean that they have just planted. Throughout the Reception Year, they grow in confidence and become very happy and enthusiastic young learners. When they enter Year 1, skills levels are above what is expected, especially in their personal, social, and emotional development.

In Years 1 to 6 pupils make good progress also. Most offer contributions to discussions, although a small number, particularly of the older pupils, are sometimes slower in putting forward their ideas. Attainment in reading and mathematics at the end of Key Stage 1 and when pupils leave the school is above average. Many pupils read very well, with a good level of comprehension and with obvious enjoyment. Pupils in the Year 2/3 class made good progress in guided reading activities because questions were used well to check their understanding and encourage everyone to use more complex vocabulary. Pupils in the Year 4/6 class made good progress in mathematics and developed their social skills when planning and negotiating what to do when working with a partner. They solved problems of what to include when designing an Ancient Greek theme park by deciding the shape, size and position of features using a centimetre grid.

Data show that, over several years, standards in writing, while slightly above average, have not been as high as in other subjects, particularly for the boys. Lesson observations and discussions with pupils indicate a few are not motivated to write well. A sample of recent work shows that they are taught the mechanics of how to write for different purposes, but have fewer opportunities to develop their work at length and in depth in order to reach the higher levels.

Disabled pupils and those with special educational needs, including those who join the school other than at the usual time, make good progress. The school makes a very good job of welcoming pupils who have encountered early difficulties in learning and parents and carers speak with warmth about the welcome and support their children receive. The very small number of pupils who speak English as an additional language also achieve well. Parents and carers, rightly, believe their children make good overall progress in their learning and personal development.

Quality of teaching

Teaching and support staff have particularly warm and supportive relationships with pupils; they use praise well and this helps pupils grow in confidence and want to do well. Staff are skilled at teaching children to read, with daily opportunities to engage them in some form of reading activity, including individually reading to an adult and using the school library. The good number of adults working in each class is a strength which ensures a high level of additional support from skilled and experienced practitioners. That is particularly beneficial for disabled pupils and those with special educational needs. They are supported well in their learning, through activities that are matched carefully to their individual needs. Trained volunteers are also used well, especially to support reading.

Teaching is effective in meeting the needs of learners and in supporting their spiritual, moral, social, and cultural development. Staff enable pupils to develop their skills in a range of areas, including mathematics and communication. Teachers use questions well to check pupils' understanding, but, at times, miss opportunities for them to discuss their ideas with someone else. Occasionally, pupils have to listen for too long to explanations.

Staff plan conscientiously to meet the needs of the wide age and ability range within a class. There is provision for gifted and talented pupils to work with older ones in their class, or on linked, but separate activities to ensure an appropriate level of challenge. That was seen working to great effect when children in Year 1 worked out which coins were needed to pay the exact price of items at a garden centre, with a small number of pupils working with much higher amounts. Nevertheless, some pupils, parents and carers, and the sample of recent work indicate that, at times, work is too easy for more-able older learners. Pupils' work is marked carefully, but some pupils are unable to identify their individual targets. That does not help them to focus sufficiently well on what else they need to do to improve.

Behaviour and safety of pupils

The behaviour of pupils towards one another and the adults they work with is, typically, excellent. Most are very polite, happy and enthusiastic young people who enjoy their time in school. Parents and carers appreciate the team arrangements, where pupils line up and are escorted into school by an older pupil, and the subsequent opportunities for them to meet as a team at lunch and in other activities. That was illustrated brilliantly when, completely unprompted, a Year 6 pupil, helpfully, encouraged a Year 1 pupil to eat more lunch. An ethos of an extended family pervades the school and is justifiably seen by everyone as a key strength.

Pupils have a strong understanding of how to keep themselves and others safe, including at playtimes. Discussions indicate they know about the different forms bullying can take, including cyber-bullying. Older pupils feel that behaviour is usually very good. They know that misbehaviour is not tolerated in school and all say they would feel confident to talk to an adult should they have any concerns. Several parents and carers noted with warmth the high-quality individual care their children have received from the headteacher and all members of the staff team during particularly challenging periods of their families' lives. Pupils' attitudes to learning are consistently positive and they want to do well in their work. Attendance is slightly above average, although affected by holidays in term time. A very small number of pupils arrive slightly late for school on a regular basis.

Leadership and management

The headteacher provides focused leadership, coupled with a detailed knowledge of every pupil and their individual circumstances. The curriculum is broad and balanced and meets pupils' needs well. The pupils' spiritual, moral, social, and cultural development is promoted effectively, particularly through celebration assemblies, which warmly praise the efforts and successes of many pupils in a range of activities, such as demonstrating their skills on the clarinet. Pupils enjoy the visits they make to different places of worship and value the contacts they have with a school in Kenya. The school has strong links with most parents and carers, who are particularly pleased that their children become 'well-rounded individuals'.

The school demonstrates an ambitious vision for improvement and transmits high expectations for achievement and behaviour. The headteacher monitors and evaluates the quality of teaching regularly. The judgements made match those reached in the inspection, are accurate and inform school improvement planning and professional development activities well. School self-evaluation is accurate in assessing achievement and teaching.

The headteacher is supported well by the special educational needs coordinator. Individual needs are recognised promptly and well-tailored help is provided. Other teaching staff are newly qualified. They are supported well by the school team and are making a strong impact on teaching. The school, therefore, has good capacity to improve. The governing body is knowledgeable about different aspects of school life, including pupils' achievement. It takes its responsibilities very seriously, including safeguarding the pupils and ensuring requirements for this are met. Pupils, accurately, believe that they all have an equal and fair chance to thrive and learn in an atmosphere of respect and dignity.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



21 June 2012

Dear Pupils

Inspection of Glasshouses Community Primary School, Harrogate, HG3 5QH

Thank you very much for making me feel so welcome when I visited your school recently. I enjoyed talking to you and listening to your ideas, especially when chatting to groups of you, hearing readers and looking at your questionnaires. I enjoyed seeing the work you have been doing and especially how much the younger boys and girls like using the outdoor area. I enjoyed your celebration assembly and particularly your singing and the actions you have added.

The school provides you with a good education. These are the things that it does particularly well.

- Your behaviour is excellent. You are polite and kind and look after each other very well as though everyone is part of your extended family.
- The standards you reach are above average and you do particularly well in your reading and mathematics.
- The quality of teaching is good and you make lots of progress as you move through the school.
- All the staff work together to ensure the school is led and managed well.

These are the things I have asked your school to do to make it even better.

- Help all of you, and especially the boys, to make even better progress in your writing by providing you with more opportunities to write in detail.
- Ensure that work is always just hard enough for all of you and especially for those of you who find learning easy.

You could also help your school by always trying to join in discussions.

Yours sincerely

Sue Hall
Lead Inspector

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