

Glenaire Primary School

Thompson Lane, Baildon, Shipley, West Yorkshire, BD17 7LY

Inspection dates

12–13 September 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Most children join school in Nursery and Reception classes with skills that are well below expectations. They make good progress, reaching levels of attainment that meet national expectations by the time they leave school.
- Pupils develop good reading skills so that they read fluently and understand what they are reading.
- Teaching and learning are good and teachers prepare interesting materials that help pupils learn well. Teaching assistants provide good support to pupils who need extra help with their work.
- Pupils behave well in their lessons and make a good contribution to their learning. Pupils enjoy school and are treated with respect. In return they work hard to improve the quality of their work. They are safe and well looked after due to the care and diligence of the adults who work in school.
- The leadership team has a strong focus on developing good or better teaching. This has had a positive impact improving pupils' achievement. As a result, pupils are prepared well for the next stage of their education.
- Governors make a strong contribution to driving improvements through a good understanding of pupil data and how they relate to the quality of teaching and learning.

It is not yet an outstanding school because

- In a few lessons teachers spend too long explaining and miss opportunities to pose questions that probe and extend pupils' understanding.
- Teachers do not always promote writing in a range of styles across all areas of the curriculum.
- Leaders do not always monitor teaching rigorously enough to ensure the highest quality and to check the school's procedures for marking are thoroughly implemented.

Information about this inspection

- The inspectors visited 15 lessons and observed eight teachers. Two joint observations were undertaken with senior staff.
- Inspectors spoke to groups of pupils about their learning in lessons and their safety in school. Inspectors listened to some pupils reading.
- Meetings were held with members of the governing body, school staff and a representative of the local authority. In addition, inspectors looked at the school's self-evaluation and development plan, safeguarding information, school policies and governing body minutes.
- The inspectors analysed seven responses to Parent View (the online parent questionnaire) and two letters that were sent to them. Inspectors spoke to some parents at the start of the school day.

Inspection team

James McGrath, Lead Inspector

Additional inspector

Joanna Sharpe

Additional inspector

Full report

Information about this school

- This is a smaller-than-average primary school containing Nursery and Reception classes.
- The proportion of pupils known to be eligible for the pupil premium is above the national average.
- The majority of pupils are White British. The proportion of pupils from minority ethnic groups is lower than the national average. The number of pupils from minority ethnic groups who choose to attend the school is increasing. Almost all pupils speak English as their first language.
- The proportion of pupils supported through school action is lower than the national average. The proportion of pupils supported by school action plus or with a statement of special educational needs is above the national average.
- The school meets the government floor standards, which set minimum expectations for attainment and progress.
- The school holds a nationally recognised award for work in environmental sustainability.

What does the school need to do to improve further?

- Raise the quality of teaching so that all lessons are good or better by:
 - developing teachers' questioning skills so that pupils use more precise subject vocabulary and provide more extended answers
 - providing a wider range of opportunities to extend writing skills and understanding of writing in different styles across the curriculum.
- Strengthen the monitoring of teaching so that it raises teaching to the highest quality and ensures consistent application of the school's marking procedures so that pupils receive the information they need to improve their work.

Inspection judgements

The achievement of pupils is good

- On entry to the Early Years Foundation Stage children have skills that are well below age-related expectations. They make good progress throughout Nursery and Reception, developing good social skills and a good foundation for learning.
- On entry to Key Stage 1 pupils' skills are still below the level of ability that might be expected nationally. Through Key Stage 1 they make good progress in reading and mathematics, achieving levels that are at the national average by the end of Year 2. Writing skills lag behind those of reading and mathematics, and attainment in writing is below the national average. During the past three years there has been an improving trend in reading, writing and mathematics which indicates good progress through the key stage.
- Those pupils who left Key Stage 2 in 2012 entered the key stage with overall attainment that was significantly below that found nationally. By the end of Year 6 they had made good progress from their starting points and reached standards of attainment in English and mathematics that are broadly average.
- A review of pupils' work revealed that they make good progress in writing but that there are not enough opportunities to write in different styles across the curriculum. This especially limits the opportunities for pupils to work at higher levels.
- Those pupils with disabilities or special educational needs make good progress and achieve well. As a result of good teaching, the school is narrowing the gaps in attainment between all pupils and those who are known to be eligible for the pupil premium.
- Good teaching ensures pupils make good progress. In one lesson observed pupils made outstanding progress due to outstanding teaching. Pupils are resilient and willing to share their ideas with others in lessons. Parents are positive about the progress their children make in school.
- Pupils enjoy reading and know how to 'break words down' when they are unsure about new vocabulary. The pupils have a wide range of books in school and are encouraged by their teachers to read widely. The best readers are fluent and read with expression. Pupils of all abilities make good progress in reading.

The quality of teaching is good

- Teaching has a positive impact on learning and progress because it motivates and inspires pupils. The vast majority of lessons are well planned and well structured and go at a brisk pace which keeps pupils engaged.
- A strong feature of lessons are the high-quality resources that meet the needs of groups of pupils. In a mathematics lesson, for example, resources for solving problems excited pupils and they worked hard with a partner, showing resilience as they tested out a variety of approaches to successfully solve the problems. All exhibited good learning relationships and worked well with each other.
- The detailed assessment of pupils' needs means that, in the majority of lessons, all pupils, including those with disabilities and special educational needs, make good progress. The school uses its pupil premium funding and other finances to provide teaching assistants in every class. The extra support provided by these skilful support staff means that pupils at risk of falling behind are helped to make good progress.
- Pupils are keen to answer questions and produce good quantities of work. They cooperate well with their teachers and are treated respectfully.
- Occasionally, teacher assessment is not always swift enough to ensure the best possible progress. In a few lessons the more able pupils are not sufficiently challenged to extend their learning, especially in writing.
- Pupils' work is marked regularly. However, a lack of consistency of approaches leads to targets not being used effectively and this means that pupils do not always know how to improve their work.

- Pupils are keen to answer questions and share their learning with others. However, teacher questioning is not always as sharp as it could be. Teachers do not always follow up pupils' responses to deepen understanding for others in the class. Pupils' learning is not always pushed on further through the demand for explanations that require precise use of high-quality subject vocabulary.

The behaviour and safety of pupils are good

- Pupils have good attitudes to learning, allowing lessons to flow without interruptions. The school promotes good attitudes to learning through a school policy of emphasising their 4Rs: resilience, relationships, reflection and resourcefulness. Pupils are aware of the meaning of the 4Rs from a very early age and how these support good learning.
- Behaviour in most lessons is good. On rare occasions pupils interrupt the flow of the lesson but respond well to the teacher's classroom management strategies. Pupils also respond well to the rewards and house points that can be gained through good conduct and learning behaviour. Inspectors' tour of the school found that behaviour was good in all classes.
- Pupils consider behaviour to be good and are confident that any rare instances of bullying are dealt with effectively by adults. Pupils know what constitutes bullying, including cyber-bullying. They are well educated in e-safety and the school website provides helpful activities for pupils to learn about e-safety. Parents are supportive and the majority of parents who responded to Parent View indicated that the school makes sure children are well behaved and deals with bullying effectively.
- School records indicate that there were no exclusions from school during 2011/12 and a scrutiny of behaviour logs indicate that the behaviour seen during inspection is typical.
- Attendance during the two days of inspection was high. However, attendance is not always at this high level because a few pupils are persistently absent. Punctuality to lessons was good during the inspection.
- Pupils behave with respect and courtesy to adults and other pupils. They have a well developed sense of right and wrong. Pupils enjoy school and say that they feel safe in school due to the good care and attention they are given by their teachers and other adults in school.

The leadership and management are good

- The leadership team have a strong focus on improving teaching and learning and the achievement of pupils. These school priorities are underpinned by rigorous and robust self-evaluation and focused staff development. There is a strong sense of purpose within the school which is driving sustained improvement in teaching and pupil achievement. The headteacher and deputy headteacher monitor teaching accurately, as verified by joint observations with inspectors.
- Professional development is linked to performance management and the school priorities. To support professional development the leadership team has identified good practice in teaching, and teachers work with others to improve their practice. The coordination of support for pupils with special educational needs is improving, with a system of performance review to support, and develop the skills of, teaching assistants.
- The school provides opportunities for parents to engage with adult education and the leader of the Early Years Foundation Stage provides a good opportunity for parents to support children's learning in the Nursery.
- The curriculum is well-balanced and provides a good focus on reading, writing and mathematics. While opportunities to apply number and reading skills across the curriculum are well developed, a weaker aspect is the lack of a wide range of writing across all subjects.
- Pupils develop their understanding about the wider world through their support for a school in Gambia and by learning about life in Gambia. The school is a harmonious community in which pupils from all backgrounds enjoy their education. The variety of school activities help to develop resilience and promote pupils' spiritual, moral, social and cultural education. Events

such as residential visits, the Olympic torch parade or a circus skills workshop all make a valuable contribution to pupils' personal development.

■ The local authority has provided effective support for the development of this good school.

■ The school's arrangements for safeguarding meet statutory requirements.

■ **The governance of the school:**

- Governance is good because the governing body is well informed about the school's work and discharges its duties effectively.
 - Each year group has a link governor who has spent some time in lessons to gather information about teaching and learning.
 - Members of the governing body receive information about performance management to enable effective performance reviews for all staff, including the headteacher.
 - The governing body monitors the use of the pupil premium and uses funds to employ teaching assistants. Together with the headteacher, members of the governing body set targets for each year group and analyse pupil performance in the school.
 - The governing body knows the strengths and areas for development in school. They are supportive while challenging the school to improve further.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	107280
Local authority	Bradford
Inspection number	400899

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	3-11
Gender of pupils	Mixed
Number of pupils on the school roll	204
Appropriate authority	The governing body
Chair	Mr G Margetson
Headteacher	Dr Andrew Soutar
Date of previous school inspection	22 nd March 2010
Telephone number	01274 582514
Fax number	01274 588397
Email address	office@glenaireprimary.co.uk

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