

Glenaire Primary School

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

Inspection dates

4–5 July 2017

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Requires improvement
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a school that requires improvement

- Teaching over time has not been good enough for pupils in all classes to make strong progress. Many pupils in key stage 2 are underperforming and not working at standards that are typical for their age.
- Until recently, governors have not sufficiently challenged leaders to improve standards across school.
- Disadvantaged pupils do not make strong progress over their time in school. Gains made in their progress across key stage 1 are lost as they move through key stage 2.
- Pupils' attendance is consistently below the national average.
- Although pupils' behaviour has shown recent improvement, a number of pupils can be disengaged or disruptive in class and around school.
- The most able pupils in key stage 2 are not always supported well to make strong progress in their learning. Very few pupils in lower key stage 2 are working at higher levels.
- Children in the early years get a welcoming and happy start to school, but systems to check their progress are not refined enough to help adults support them in making the best progress they can.
- The opportunities for learning in the early years outdoor environment do not match the purposeful activities taking place indoors.
- The teaching of phonics is not accurate or systematic enough to support pupils in improving their reading and writing skills.
- Very recently appointed middle leaders have not had sufficient time to have a positive impact on teaching and learning outcomes across the curriculum.

The school has the following strengths

- The new headteacher has brought rigour, focus and ambition to school improvement. She has rallied a team who are equally committed to her high standards and vision for the school. This is an improving school.
- An ambitious, precise strategic plan for improvement is in place.
- The careful attention to identifying and understanding the complex needs of some pupils has created a more inclusive and successful environment for all.
- The local authority continues to have an accurate view of the school. A recent strong partnership with the school's leaders has strengthened the local authority's impact on improvement.

Full report

What does the school need to do to improve further?

- Improve leadership and management, by:
 - ensuring that plans for new middle leaders to direct and support improvement across the curriculum, including learning in spiritual, moral, social and cultural skills and understanding, are actioned
 - implementing leaders' plans to review and reorganise the provision for disadvantaged pupils so that pupils' needs and barriers are accurately identified, appropriate support is put in place and disadvantaged pupils make strong progress
 - accurately and frequently checking the progress that pupils who have special educational needs and/or disabilities are making from their starting points, and using the additional funding effectively to support pupils' better progress
 - making sure that the governing body continues the start it has made to improving and refining governors own skills and understanding so that they can ably support and challenge school leaders in providing the best outcomes possible for all pupils.
- Improve teaching and learning in key stage 1 and 2, by:
 - having high expectations of what pupils can achieve
 - providing pupils with the appropriate support and direction to ensure that they achieve standards that are at least typical for their age in reading, writing and mathematics
 - improving pupils' skills in phonics to support improvement in their reading and writing
 - ensuring that the most able pupils are sufficiently challenged across all subjects and year groups.
- Improve teaching, learning and assessment in the early years, by:
 - implementing more robust assessment systems which accurately track children's progress from their starting points
 - ensuring that all staff are aware of the next steps children need to make and use areas of the indoor and outdoor environment to develop these
 - ensuring that the outdoor provision matches the high-quality environment seen indoors, so that pupils of all abilities can explore and develop their ideas as well as engaging in new learning outdoors
 - creating an effective partnership with parents in sharing and celebrating their children's learning.
- Improve pupils' behaviour by continuing to build a positive learning culture, improving pupils' attitudes in the classroom and around school so that they do not impact negatively on their own learning and that of those around them.
- Work in partnership with parents to improve pupils' attendance.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Standards in pupils' achievement, progress and behaviour have declined over the past few years. However, the new headteacher has brought clarity of what needs to be done to improve outcomes for all pupils. She has accurately identified the strengths and weaknesses of the school, with the support of the local authority. Her evaluations have been direct and purposeful. To increase the capacity for improvement and develop existing skills, she has clearly defined responsibilities between herself, the deputy headteacher and new middle leaders. There is an overwhelming confidence, from staff, governors, the local authority, parents and pupils that the new leadership team have a clear vision for improvement.
- Leaders acknowledge that the plans and funding for disadvantaged pupils have not had a positive enough impact on pupils' attainment and progress. A wide gap remains between disadvantaged pupils and others nationally. Leaders have immediate plans to thoroughly evaluate the provision for these pupils. The headteacher is working with another local headteacher to gather detailed information about individual pupils' barriers to learning and put in place support that is more specifically matched to their needs.
- Middle leaders have only just been assigned to their roles, so have not had the opportunity to have an impact on teaching and learning. However, they have a clear view of what needs to be in place and how to support colleagues in improvement. The new leader for mathematics, for example, demonstrates good subject knowledge and accurate judgements about the current quality of pupils' work.
- The new leader for pupils who have special educational needs and/or disabilities, who is also the deputy headteacher, is developing better systems to accurately identify and support pupils' needs. Currently, the attainment and progress for these pupils shows a mixed picture, with progress in writing being the weakest area. Practice and provision are already stronger this term, although the leader knows that a focus now needs to be given to how the additional funding is spent effectively to have a better impact on these pupils' outcomes.
- The local authority has known for some time that standards have declined in pupils' academic achievement and their behaviour. They have visited the school regularly and identified key areas for improvement. This year, in a close partnership with school leaders, they have thoroughly and accurately evaluated the provision and are providing effective support and challenge to leaders to make the improvements needed.
- The primary school physical education and sport funding has been used to provide effective external support to promote games and activity as part of a healthy lifestyle. It has successfully brought additional strategies to support the school's work in improving pupils' engagement and behaviour.
- After what parents describe as a rocky start to the year, they are generally very positive about the changes taking place in school. They say that their children feel safe and are very positive about the care and support offered.

Governance of the school

- Governors acknowledge that there has not been a good enough understanding, in the past, of their role and accountability in holding leaders to account. They did not tackle the decline in standards successfully. However, they responded very quickly to issues raised in a thorough local authority review, producing a clearly focused and precise action plan. They started work immediately in putting these plans into action. They know that they still have a lot to do to ensure their skills and understanding are accurate in supporting and challenging leaders to improve outcomes for pupils. Their carefully organised action plan, with clearly defined timescales and expected outcomes, is supporting their direction and focus on key priorities.
- A new chairperson and vice chairperson have been elected from the existing governing body. They are proactive and determined to support the school's improvement. Two new experienced governors have been co-opted. They are working with the governing body to look at best practice, access appropriate training and refine plans for improvement.
- Governors agree that previously they did not know what they needed to know. Now they have a better understanding in key areas they need to check, such as the impact of additional funding for disadvantaged pupils or those who have special educational needs and/or disabilities.

Safeguarding

- The arrangements for safeguarding are effective.
- The headteacher, who is also the designated leader for safeguarding, has made sure that systems and procedures are improved so that all measures are in place to keep pupils safe. This includes adjustments to the school site, such as the installation of security access systems. The headteacher has led staff and governors in ensuring that training is up to date and it is clear that everyone knows what to do if a concern is raised.
- New systems for recording and monitoring incidents and concerns are understood by everyone. There are robust procedures for reporting incidents, informing appropriate staff in school and frequently checking that pupils and their families have the support they need.
- There are effective partnerships with external agencies, such as the social care team. The headteacher feels that the school and other agencies are now working much more closely together to ensure that pupils' needs are met.

Quality of teaching, learning and assessment

Requires improvement

- Teaching over the past few years has not been focused well enough on the new national expectations to ensure that pupils achieve standards that are similar to other pupils nationally, particularly in key stage 2. This year has seen a change in the vast majority of teaching staff, and many of these changes have taken place this term. While this has brought a period of change and transition, not only in personnel, but in

systems and strategies used, staff overall are very positive that leaders have a clear and strategic vision of school improvement. Staff know what is expected of them. They are under no illusions about the underperformance of pupils across key stage 2, and are committed to working with leaders to ensure that pupils achieve better outcomes.

- Standards in phonics have declined this year. This is partly due to the specific needs of the pupils in this cohort, but more so to the inconsistency in the delivery of phonics teaching. Teaching is not systematic and frequent enough and sounds are not always modelled correctly by adults. As a result, pupils' phonics skills are not embedded and they do not apply them consistently in their other work.
- Pupils' work and the school's own assessment information shows varied progress in mathematics across the year. Progress is weaker across key stage 2 where there are many pupils working at standards below those that are typical for their age. The most able pupils in particular are not given tasks that extend and deepen their learning. Pupils' work at the beginning of the year shows teachers lacked high expectations in presentation and application of mathematical skills learned. However, teaching and learning show some improvement since Easter. Careful checks on any gaps in pupils' learning have taken place. Pupils have tasks that are more appropriately matched to the next steps they need to take as individuals and in terms of national expectations.
- The quality of the teaching of writing is variable across school. Pupils' writing overall shows some green shoots of improvement as leaders' work to build skills through a piece of work. Recent work in many pupils' books demonstrates the improvements and progress being made. Pupils have the opportunity to improve and edit their work and the teachers' regular checks move the pupils' learning on. This is particularly clear at the end of key stage 1. However, work across the year for the lower key stage 2 pupils does not show this same quality.
- Work across other areas of the curriculum shows commitment to providing pupils with exciting and creative experiences. For example, as part of their 'wizard school' work pupils made creative links across their learning in English, science and mathematics. However, staff agree that the overall curriculum plans across school need to be better defined, so that they can ensure pupils build on skills in each subject over time.
- Teaching assistants, most of whom have spent many years at the school, provide effective support for pupils, particularly in terms of their emotional and behavioural needs.
- Previously, many of the needs of pupils who have special educational needs and/or disabilities were masked by their behaviours. Pupils' behavioural needs had not been addressed successfully, so their progress was limited. Pupils with social and emotional needs now spend more time in class and are generally supported well in managing their behaviours. Support from the pastoral support worker and teaching assistants is effective in calming pupils and getting them to quickly return to the learning task in hand.

Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.
- There is a high number of pupils with challenging and complex needs. In the past, these needs were contained rather than supported effectively to enable pupils to learn. As a result, the progress these pupils have made over their time in school has been slow. Leaders have given high priority this year to ensuring that pupils' emotional, social and behavioural needs are met. They have been relentless in their work to engage other agencies in assessing and addressing pupils' needs. An overhaul of systems, procedures, training and support for these pupils has meant that there is a much better understanding from staff about how to help pupils in their learning. Pupils are starting to make better progress.
- Pupils are taught how to keep safe and are safe in school. They are clear about the actions that staff take to help keep them safe, such as improvements in the internal site security and a good level of support and supervision. Where concerns have been raised, such as pupils accessing inappropriate internet sites out of school, or derogatory language being used, adults swiftly step in with immediate and longer-term support and direction.
- Pupils know what to do if they are bullied or see bullying taking place, although they are less clear about why bullying may occur. They do not demonstrate a clear understanding of people's differences in society, but many demonstrated respect for adults and other pupils.

Behaviour

- The behaviour of pupils requires improvement.
- The number of fixed-term exclusions has been high this year and well above the national average. However, these have reduced across the year as pupils demonstrating extreme behaviour have had their needs better met.
- Pupils' attendance overall is below the national average and not improving. The bulk of absence is due to families taking holidays during term time, exclusions, and recommended short-term reduced timetables. The high number of exclusions this year has started to decline over recent months. Leaders' work to reduce the amount of persistent absence is starting to have some impact but still needs further improvement. The headteacher rightly recognises that the school community needs to work together to change the culture of attendance. She knows that poor attendance has a negative impact on the progress pupils make.
- Pupils' attitudes in class are varied. The majority of pupils show interest in lessons and are keen to do well. However, in a couple of classes the poor behaviour of a few pupils can disrupt learning and escalate quickly to disturb a whole class. Pupils say that this occurs regularly and that sometimes they can miss out because of these disruptions. The same pupils can quickly cause a flurry of unsettled behaviour when they join

previously calm and settled pupils in areas such as the dining hall.

- Pupils and staff are unanimous in their view that behaviour has improved and is getting better. Most pupils are calm and follow positive behaviour routines around school. Pupils speak positively about the new strategies to support them in doing their best, the rewards such as the golden leaves, and the help and guidance they get from staff.

Outcomes for pupils

Requires improvement

- Current outcomes for pupils across the school show wide variation. Across key stage 2 there is a large proportion of pupils not working at standards that are typical for their age. In lower key stage 2, pupils have made very slow progress from the standards they reached at the end of Year 2.
- In 2016, standards were in line with other pupils nationally in writing and mathematics, but below in reading. Few pupils reached higher standards in reading, writing or mathematics. Provisional statutory assessment information for 2017 shows a similar picture. While the proportion of pupils reaching the expected standard in reading shows slight improvement, it is still below the indicated national figure.
- Disadvantaged pupils do not make strong progress over their time in school. Although past and current assessment information shows that these pupils make strong progress through their time in key stage 1, progress through key stage 2 is sluggish, and the gap in performance widens again between these pupils and other pupils nationally.
- Improvements in the provision for pupils who have special educational needs and/or disabilities are starting to have an impact on the progress these pupils make. Appropriate support within school and from other agencies is ensuring that pupils' emotional and welfare needs are met. However, leaders agree that it is difficult to assess whether or not these pupils are making good enough academic progress over time, because they are still refining systems to accurately check and respond to this.
- Uncertainty in the application of phonics is apparent in pupils' writing and when listening to them read. Some pupils attempt to write words by trying to remember what the words looks like, or by separating initial sounds rather than trying to blend and string sounds together. When reading, the less able pupils lag behind as they find it hard to tackle new words they come across. The middle- and higher-ability pupils read with more fluency and confidence. They also demonstrate a better understanding of the texts they read and pay close attention to punctuation and style to add expression to their reading. For example, in a Year 6 reading and drama lesson based on Shakespeare's 'Romeo and Juliet', pupils showed a good understanding of the characters and why they acted as they did. They used extracts from the text and inference to back up their ideas. They had memorised the script very well and brought it to life with their animated and confident performances.
- Pupils make good gains in their learning across key stage 1 in reading, writing and mathematics. The proportion of pupils reaching higher standards is in line with or better than that of other pupils nationally.
- Outcomes across the curriculum are varied. There is evidence of coverage across different subjects, but learning has not been planned carefully enough to ensure that pupils' skills develop and deepen through a subject.

Early years provision

Requires improvement

- Information about children's starting points and records of their learning in the first part of the year are vague and have not been transferred successfully in the transition to new leaders and staff. Consequently, although children can be seen making strong progress in recent lessons, their journey from the start of their time in the early years is not clear.
- School assessment systems for children in Nursery and Reception contain limited information. They do not support adults well enough in knowing the next steps that each child needs to take across the curriculum. As a result, although adults are extremely nurturing, keep children on task and provide a safe and happy environment, they are not all supporting the children in making as much progress as they could. Children of all abilities are not always given enough opportunities to further develop their existing knowledge and skills.
- Links are made with parents, but leaders agree that these partnerships could be much better developed. Parents currently have very limited access to the learning that their children take part in when they are at school.
- The new Reception teacher knows her children well. She has an accurate view of the children's needs and skills. She subtly intervenes with children's learning to successfully develop their skills and engage their curiosity.
- Adults plan exciting activities indoors to engage the children. For example, children could not wait to get started on their activities at the start of the day. They were very eager to access different areas of the classroom, but particularly the 'potions table'. Adults supported children well in discussing the ingredients they would like to add to their potion. Children shared resources well and helped each other out by holding the potion bottles and pouring the ingredients. They recorded their ingredients on clipboards and some super discussion took place about what the potion was for. The outdoor area, shared by Nursery and Reception children, does not contain as many opportunities to take children's learning forward.
- Children are safe in the early years and are taught a range of ways to keep themselves and their peers safe.
- Children's attitudes to learning are positive and they behave well. They recite phrases well modelled by the adults. For example, one child reminded another, 'Share, share, because that's fair.'

School details

Unique reference number	107280
Local authority	Bradford
Inspection number	10023994

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	217
Appropriate authority	The governing body
Chair	Francis Marslen-Wilson
Headteacher	Jo Wilkinson
Telephone number	01274 582514
Website	www.glenaireprimary.co.uk
Email address	office@glenaireprimary.co.uk
Date of previous inspection	12–13 September 2012

Information about this school

- The school is a smaller than average-sized primary school.
- Most pupils are of White British heritage. The proportion of pupils who speak English as an additional language is well below the national average.
- The proportion of pupils known to be eligible for the pupil premium is well above average.
- The proportion of pupils who have special educational needs and/or disabilities is above average. The proportion of pupils with an education, health and care plan is average.
- The early years consists of a part-time Nursery and a Reception class.
- The school met the government's floor standards in 2016, which are the minimum expectation for pupils' attainment and progress in English and mathematics.

- The school meets requirements on the publication of specified information on its website.

Information about this inspection

- Inspectors gathered a wide range of evidence during the inspection, including observing learning across the school. Inspectors visited all classes, many with senior leaders.
- Inspectors looked at a wide range of pupils' work across the curriculum, much of which was done alongside senior and middle leaders.
- A wide range of school documents was scrutinised, including school assessment information, school improvement planning, school self-evaluation, minutes of meetings of the governing body, monitoring and evaluation information, documents relating to behaviour and safety, and documents relating to safeguarding.
- Meetings took place with the headteacher and deputy headteacher, new middle leaders, representatives from the governing body, a representative from the local authority, staff, members of the administration team, the inclusion and pastoral support leader and groups of pupils.
- Inspectors listened to pupils read.
- The behaviour of pupils was observed in lessons and during breaktimes and lunchtime.
- Inspectors gained the views of 14 parents who completed Ofsted's online questionnaire, Parent View. They spoke to parents during the inspection.
- The views of 19 staff who responded to the Ofsted staff survey were considered.

Inspection team

Kate Rowley, lead inspector	Her Majesty's Inspector
Linda Clay	Ofsted Inspector
Mary Lanovy-Taylor	Ofsted Inspector

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