

# Glasshouses Community Primary School

Inspection report

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| <b>Unique Reference Number</b> | 121404           |
| <b>Local Authority</b>         | North Yorkshire  |
| <b>Inspection number</b>       | 292103           |
| <b>Inspection dates</b>        | 27–28 March 2007 |
| <b>Reporting inspector</b>     | Rosemary Rodger  |

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

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| <b>Type of school</b>                     | Primary  |
| <b>School category</b>                    | Community  |
| <b>Age range of pupils</b>                | 4–11   |
| <b>Gender of pupils</b>                   | Mixed  |
| <b>Number on roll</b>                     |  |
| School                                    | 64   |
| <b>Appropriate authority</b>              | The governing body                                     |
| <b>Chair</b>                              | Mr Tim Brewis  |
| <b>Headteacher</b>                        | Mrs Lynn Tee   |
| <b>Date of previous school inspection</b> | 5 November 2001  |
| <b>School address</b>                     | Glasshouses<br>Harrogate<br>North Yorkshire<br>HG3 5QH |
| <b>Telephone number</b>                   | 01423 711440   |
| <b>Fax number</b>                         | 0  |

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|--------------------------|------------------|
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## Introduction

The inspection was carried out by one Additional inspector.

## Description of the school

This very small primary school serves a mixed rural area on the outskirts of Pateley Bridge in Nidderdale. A below average proportion of pupils are eligible for free school meals. There are a very small number of pupils from minority ethnic groups and a below average proportion of pupils with learning difficulties and/or disabilities. The school was recently awarded Investors in People. At the time of the inspection, there was a temporary teacher in Years 2 and 3.

## Key for inspection grades

|         |              |
|---------|--------------|
| Grade 1 | Outstanding  |
| Grade 2 | Good         |
| Grade 3 | Satisfactory |
| Grade 4 | Inadequate   |

## Overall effectiveness of the school

### Grade: 1

Glasshouses Primary School enables pupils to flourish and, in the words of parents, 'Is giving my child the best start to life'. The outstanding improvements since the last inspection, the close partnership with the local community, the exceptionally positive views of parents and the dedication, commitment and vision provided by the headteacher all contribute to the judgement that this is an outstanding school. Parents' views fully endorse this judgement and are well reflected in their comments, 'Glasshouses school has been inspirational for my children' and the value parents place on the, 'patient and understanding staff who encourage and praise (their children)'. The headteacher's evaluation on the school's overall effectiveness highlights what needs to be improved and how this can be achieved. However, the judgements on this and of curriculum and leadership and management are too modest. Some of these improvements are underway, but have not yet had time to be fully effective in raising standards and improving achievement, for example, in raising standards in writing. Much has been achieved under the outstanding leadership of the headteacher, the excellent support from the teaching staff and the unstintingly efficient and dynamic school administration staff. The school plays a central role in the local community through the provision of a computer club and in the environmental work by the pupils in the community.

Standards on entry to school are typical of four-year-olds. Pupils reach above average standards by the time they leave. Results of the most recent national tests show some underachievement in writing throughout the school. Pupils with learning difficulties and/or disabilities are well supported in classes by well qualified teaching assistants, particularly in the mixed-age class of three year groups, contributing well to their good progress. Standards in speaking and listening and music are above average. All pupils grow in confidence and capability. The whole school Easter assembly for parents planned by older pupils was an excellent reflection of their talents and creativity.

Pupils achieve well throughout school. They thoroughly enjoy school, well reflected in the youngest children's eagerness to bring their 'pets' to see the vet in the veterinary role play area in the Foundation Stage/Year 1 classroom. Personal development and well-being are brilliantly fostered because of high quality care, guidance and support. The care given to creating a beautiful environment for pupils' learning is fully reflected in their respect for this and in the mature and efficient way in which they carry out their responsibilities. The brisk conduct of a school council meeting, minutes taken and collective decisions made prepare pupils excellently for their later lives. Behaviour and attitudes to learning are outstanding. The outstanding curriculum is enriched by an extensive range of out of school sporting and other clubs along with visits linked to history, for example, to Eden camp.

The quality and standards in the Foundation Stage are excellent. The recent development of the outdoor area provides an exceptional resource for Year 1 pupils as well as the youngest children. The quality of teaching and learning is good overall. Relationships between pupils and their teachers are strong and the organisation and management of mixed-age classes is achieved with success to ensure all pupils make optimum progress. However, there is sometimes inconsistency in the planning to ensure that the individual needs of pupils are met in some classes and the teaching of writing in Key Stage 2 does not always provide pupils with sufficient guidance to enable them to make as much progress as they should. Expectations regarding the presentation of work and quality of handwriting are not high enough. Recent improvements to assessment procedures provide a good overview of the progress of individual pupils and

information is used well to target those pupils in need of additional support. Improvements since the last inspection are outstanding as is the school's capacity to improve. The school gives good value for money.

### **What the school should do to improve further**

- Improve the teaching of writing in Key Stage 2 and make sure that expectations relating to the presentation of work are consistently reinforced.
- Make sure that work is more closely matched to needs of all pupils.

## **Achievement and standards**

### **Grade: 2**

Standards show considerable fluctuation year by year due to the variation in the numbers of pupils in each year group. Overall standards by the time pupils leave the school are above average in mathematics and science, and average in English. This is generally good achievement based on the pupils' typical attainment on entry. The school exceeded its targets in 2006. There was a slight dip in the progress made in 2006 in Key Stage 1 because of a fall in standards in writing. This is now a school priority and pupils' make good progress, well exemplified by the careful and accurate writing about pets in Year 1. Older pupils too are making steady progress. Pupils with learning difficulties achieve well because of the skilled additional help they receive from support staff. Standards in music and information and communication technology (ICT) are above average throughout the school.

## **Personal development and well-being**

### **Grade: 1**

The spiritual, moral, social and cultural development of pupils is excellent. Pupils really enjoy school and the work they do to protect and improve their environment, well illustrated by the addition of compost bins around school at the suggestion of the school council. A strong family atmosphere, caring ethos and excellent relationships are endorsed by the recent award of Investors in People. Parents know their children eat healthily because they are kept well informed by receiving copies of the weekly menu. Pupils have an excellent understanding of the healthy content of various foods. Older pupils showed a great sense of empathy, courage and compassion as they defended their beliefs when describing their emotions linked to the Easter story. Behaviour and attitudes to learning are excellent. Pupils say they feel very safe because everyone cares for each other. There is never any bullying or fighting as a result. They are confident and take their responsibilities very seriously because their teachers care so well for them.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is good. The organisation and management of the mixed-age classes is good, although there is a wide variation in the numbers in each class, which poses challenges, especially in the teaching of writing. Pupils do not always have the props or information needed to keep them on track when writing independently. The range of topics interest and motivate pupils well and their collaboration is strong when working in small groups, but with only one scribe some pupils miss out on opportunities to write very regularly. Planning is generally well adapted to meet the wide age ranges and teaching assistants make a big

difference to the progress of pupils who find learning more difficult. Teachers are skilled in using whiteboard technology, which is used well to assist demonstrations, especially in excellent mathematics teaching in upper Key Stage 2 and in science. Teaching in the Foundation Stage and Year 1 is excellent because of the skilled ways in which well resourced role play provides stimuli for all areas of learning. Good quality day-to-day assessment and marking of pupils' work shows the pupils how well they are doing and how to improve their work.

## **Curriculum and other activities**

### **Grade: 1**

The curriculum is exemplary in several areas: the provision for the youngest children in the Foundation Stage; the opportunities provided for pupils to contribute to and take on responsibilities in the community; and the inclusiveness so that all learners make progress and develop well. Links with local schools ensure that pupils are well prepared for their future economic well-being and provided with additional sporting activities. Success in various sporting tournaments contributes well to developing self-esteem. Older pupils provide some of the lunchtime clubs such as singing and dancing which, alongside a wide range of clubs at lunchtime and after school, provide further high quality enrichment.

## **Care, guidance and support**

### **Grade: 1**

The school provides a haven of care, support and friendliness that is endorsed by all who come into contact with the school. Arrangements to safeguard pupils are meticulously kept and attention to their health and safety is given the highest priority. Pupils trust their teachers and say they help them to feel safe in school. The rigorous tracking records map progress over time for each individual pupil so that all have the opportunity to achieve their potential.

## **Leadership and management**

### **Grade: 1**

Leadership and management are outstanding. The headteacher has worked closely with the governors to achieve the impressive improvements to the school since the last inspection. The campaign to improve the school building and provide a well resourced outdoor area for the Foundation Stage and an additional classroom has been extremely successful. The pivotal role of the school in the local community and the high regard with which parents hold the school are excellent. Teamwork is a strong feature of management. The support provided to the headteacher by long serving colleagues is excellent. A high priority is being given to making sure all pupils achieve as well as they are capable which is well reflected in the professional development undertaken by staff. The school's systems to monitor progress are extremely thorough and quickly identify what needs to be improved. Self-evaluation involves all staff and provides an accurate diagnosis of the school's strengths and weaknesses, reflecting monitoring and analysis that are rigorous. The actions taken by the school are apt and are already beginning to raise standards in writing.

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## Annex A

## Inspection judgements

|  |                       |
|--|-----------------------|
| <i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i> | <b>School Overall</b> |
|--|-----------------------|

### Overall effectiveness

|  |     |
|--|-----|
| <b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b> | 1   |
| How well does the school work in partnership with others to promote learners' well-being?  | 1   |
| The quality and standards in the Foundation Stage  | 1   |
| The effectiveness of the school's self-evaluation  | 1   |
| The capacity to make any necessary improvements  | 1   |
| Effective steps have been taken to promote improvement since the last inspection   | Yes |

### Achievement and standards

|  |   |
|--|---|
| <b>How well do learners achieve?</b>   | 2 |
| The standards <sup>1</sup> reached by learners   | 2 |
| How well learners make progress, taking account of any significant variations between groups of learners | 2 |
| How well learners with learning difficulties and disabilities make progress                              | 2 |

### Personal development and well-being

|   |   |
|---|---|
| <b>How good is the overall personal development and well-being of the learners?</b>                           | 1 |
| The extent of learners' spiritual, moral, social and cultural development                                     | 1 |
| The behaviour of learners   | 1 |
| The attendance of learners  | 2 |
| How well learners enjoy their education   | 1 |
| The extent to which learners adopt safe practices   | 1 |
| The extent to which learners adopt healthy lifestyles   | 1 |
| The extent to which learners make a positive contribution to the community                                    | 1 |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 1 |

### The quality of provision

|   |   |
|---|---|
| <b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>          | 2 |
| <b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b> | 1 |
| <b>How well are learners cared for, guided and supported?</b>   | 1 |

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

|  |     |
|--|-----|
| <b>How effective are leadership and management in raising achievement and supporting all learners?</b>                                       | 1   |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 1   |
| How effectively performance is monitored, evaluated and improved to meet challenging targets   | 1   |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can                     | 2   |
| How effectively and efficiently resources, including staff, are deployed to achieve value for money  | 2   |
| The extent to which governors and other supervisory boards discharge their responsibilities  | 1   |
| Do procedures for safeguarding learners meet current government requirements?  | Yes |
| Does this school require special measures?   | No  |
| Does this school require a notice to improve?  | No  |

### **Text from letter to pupils explaining the findings of the inspection**

Thank you for helping to make my visit to your school so memorable. It was a pleasure to be able to talk to you and to visit your classrooms to see all the interesting things you have been doing. Your school is excellent and some of these features I have listed below.

- You all enjoy school and appreciate that everyone takes part in school performances.
- You have many jobs to do in school that are carried out very well, for example, the school council.
- You work hard and achieve well by the time you leave school.
- All your teachers, the headteacher and your school secretary work really hard to make school a good place to be.
- Your recently opened outdoor area is an excellent addition to your school.

There are only two things I have asked your school to do to make it even better.

- Give you more guidance to help to improve your writing.
- Make sure that the work you do is well matched to what you need, especially in science.

You can help by making sure you write as neatly as you can and take more care with the presentation of your work. I hope that all the sick animals in the veterinary clinic are getting better. Good luck to you all and continue to enjoy your time at Glasshouses school.