

# Skipton, Greatwood Community Primary School

## Inspection report

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Unique Reference Number	121425
Local authority	North Yorkshire
Inspection number	327486
Inspection dates	9–10 June 2009
Reporting inspector	Christopher Keeler HMI

The inspection was carried out under section 8 of the Education Act 2005 under pilot arrangements; it was also deemed a section 5 inspection under the same Act.

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Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	217
Appropriate authority	The governing body
Chair	Mr Tony Foster
Headteacher	Mrs Lisa Taylor
Date of previous school inspection	March 2006
School address	Pinhaw Road Skipton BD23 2SJ
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## Introduction

This pilot inspection was carried out by one of Her Majesty's Inspectors and one additional inspector.

The inspectors visited 17 lessons, and held meetings with the headteacher, the chair and vice-chair of governors, staff, groups of pupils and parents. They observed the school's work, and looked at documentation, including the school improvement plan, tracking of pupils' progress, teachers' planning and assessment records and individual education plans for those with learning difficulties and/or disabilities. The 62 parental questionnaires returned were also read and analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- pupils' progress throughout the school
- the quality of teaching and learning
- the development of pupils' science and writing skills
- the impact of leadership and management on school improvement.

## Information about the school

This is a smaller than average primary school. Almost all pupils are of White British heritage. The proportion of pupils with learning difficulties and/or disabilities is above the national average. The proportion of pupils with a statement of special educational need is above average. The school has a small number of looked after children. It holds a Basic Skills Quality Mark; an Investor in Peoples Award; an Activemark, Healthy Schools Award and an Inclusion Quality Mark.

## Inspection judgements

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

Overall effectiveness

1

Capacity for sustained improvement

1

## Main findings

This is an outstanding school because pupils make outstanding progress and achieve exceptionally well. Pupils enjoy every aspect of school life and are proud of their community. From starting points that are well below expectations for their age in the Early Years Foundation Stage they leave Year 6 with attainment that is significantly above the national average overall. There is clear evidence from the school's excellent tracking systems of pupils' attainment and progress that standards are rising. Pupils with learning difficulties and/or disabilities make equally outstanding progress because of the excellent support they receive from teaching assistants. There is no difference in the progress made by girls and boys. A key feature of the school is the emphasis placed on pupils' personal development. Behaviour is excellent. Pupils are polite, courteous and show respect towards their teachers and other adults present in the school. As a result of the emphasis placed on personal development, pupils have developed extremely positive attitudes towards learning and this is one of the key reasons they are doing so well.

Teaching and learning are outstanding. Teachers know their pupils well. The quality of day-to-day assessment is excellent. Teachers and teaching assistants work well together to identify pupils that require support and take account of this when planning lessons for the following day. Lessons are fun. As one excited Year 1 pupil exclaimed when the class was about to start work, 'Let's go, I love work!' The curriculum is good. It takes careful account of the needs and interest of all learners and is enriched by a good range of extra-curricular activities and visits in relation to their studies. Emphasis is placed on the acquisition of basic literacy and numeracy skills in English and mathematics. However, pupils do not get sufficient opportunities to fully practice and apply these skills in other subjects.

Outstanding leadership lies behind the success of the school. The drive for improvement is evident in all the school does from rigorous monitoring of the quality of teaching and learning to the effective partnerships that have been established with parents and carers to support pupils in their education. The significant improvements in pupils' progress since the previous inspection, the accurate self-evaluation and effective forward planning are why the school now has outstanding capacity for sustained improvement. Above all, it is strong teamwork and the promotion of a 'can do' culture that lies at the heart of the school and is making such a difference to pupils life chances.

## What does the school need to do to improve further

- Provide further opportunities for pupils to practice and apply their literacy and numeracy skills in other subjects.

### Outcomes for individuals and groups of pupils 1

Pupils start school with attainment that is well below national expectations, particularly in respect of their speaking and listening and communication skills. They make excellent progress and enjoy their learning in all subjects. This is because the quality of teaching is outstanding and learning is enhanced by the exemplary behaviour and positive attitudes pupils display during lessons. Attendance is in line with the national average. An analysis of the school's tracking data, together with a scrutiny of pupils' work, indicates they are making outstanding progress even though they are unlikely to attain standards that equate to the national average by the end of Key Stage 1 in 2009. However, the standards currently evident in Year 1 suggest the 2010 cohort will attain standards well in excess of national expectations. Throughout Key Stage 2, pupils continue to make outstanding progress in their learning. Teacher assessment indicates that standards in English are above average, with mathematics and science significantly above the national average. This is supported by the quality of work in pupils' books observed during the inspection. Pupils with learning difficulties and/or disabilities make equally outstanding progress because of well matched work to their specific needs and the good level of support provided by teaching assistants. There is no difference in the achievement of boys and girls.

Pupils work well together and show respect towards their teachers and other adults. They are proud of their school community and the contribution they are encouraged to make towards it. Pupils accept responsibility, are polite and considerate towards others, especially those younger than themselves. Their understanding of moral and social issues is excellent. Pupils know the difference between right and wrong and express concern when they see pupils behaving in a manner they know is unacceptable. Pupils have a good understanding of what constitutes a healthy diet and regularly join in the morning 'shake and wake' exercise programme. Pupils' excellent personal attributes together with the improvements in the standards they attain, mean they are exceptionally well prepared for their future economic well-being.

#### *These are the grades for pupils' outcomes*

Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	1
The quality of learning for pupils with learning difficulties and/or disabilities and their progress	1
How well do pupils achieve and enjoy their learning?	1
To what extent do pupils feel safe?	1
How well do pupils behave?	1

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

To what extent do pupils adopt healthy lifestyles?	1
To what extent do pupils contribute to the school and wider community?	1
Pupils' attendance <sup>1</sup>	3
How well do pupils develop workplace and other skills that will contribute to their future economic well-being?	1
What is the extent of pupils' spiritual, moral, social and cultural development?	1

## How effective is the provision?

The major reason why pupils make outstanding progress is because teachers' planning accurately caters for the specific learning needs of all pupils. This includes those with learning difficulties and/or disabilities and those identified as being gifted and talented. The quality of assessment is outstanding. Teachers quickly identify pupils that are struggling with their work during lessons and take immediate action to help them. Pupils' progress is tracked carefully as they move through the school and intervention programmes are initiated as soon as their rate of progress falters. The quality of relationships between staff and pupils are excellent and this is particularly the case in respect of teaching assistants who provide invaluable one-to-one support for vulnerable pupils. Features of good and outstanding teaching evident in the school include; effective questioning that challenges pupils and allows them to articulate their thoughts, good subject knowledge that enhance the quality of explanations; interesting and stimulating activities that make learning fun and capture pupils' attention. The quality of marking is good. Pupils know how well they are doing and what they must do to improve. Teachers make good use of technology, particularly interactive whiteboards to maximise learning.

The curriculum is well planned to meet the needs and interests of all learners. Emphasis is placed on the development of basic literacy and numeracy skills. However, planned opportunities do not always enable pupils to fully apply and develop their literacy and numeracy skills in other subjects. The school is beginning to promote the acquisition of a wide range of skills, knowledge and understanding through topic work and is conscious of the need to develop pupils' literacy and numeracy skills in other subjects. Learning is enriched through regular visits to places of educational interest and visitors to school bring the curriculum to life. The many clubs and a residential visit in Year 6, provide good opportunities for pupils to achieve personal goals and develop their talents.

One of the major strengths of the school is the way staff, parents and carers work together to support the pupils in their learning. Each pupil is treated as an individual and receive exceptional levels of care, guidance and support which help them maximise their opportunities. Parents know they are welcome and appreciate the 'open door' policy operated by the headteacher. Good links with external agencies result in quick and effective support for pupils, especially those facing challenging circumstances. The impact of this level of provision can be seen in pupils' positive attitudes to learning and their good behaviour in the community.

*These are the grades for the quality of provision*

The quality of teaching	1
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The use of assessment to support learning	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

## How effective are leadership and management?

The headteacher provides outstanding and inspirational leadership. She is the driving force behind a dedicated and hard working team of teachers, teaching assistants, administrative and ancillary staff that share her vision to provide the highest quality of education for all pupils. This is acknowledged by parents and governors who hold the headteacher in high regard. As a result of accurate self-evaluation the headteacher and governors are acutely aware of the strengths and areas for development. The school monitors the quality of teaching and learning very well. Effective performance management combined with carefully targeted professional development equips teachers and teaching assistants with the skills required to raise standards further. Subject leaders have a good understanding of their role and are conscious of where improvements need to be made. Together with the headteacher, they accurately monitor teaching and learning and develop teachers' expectations of pupils. Equality of opportunity is given high importance and the needs of all individuals are reviewed and acted upon. The school has developed a good understanding of its local community and takes every opportunity to engage with local residents as well as taking part in festivals and events organised in the town and surrounding area. Year 3 recently visited a school in Bradford where they learned and played alongside pupils from a different social and ethnic background. This is a good example of how the school reaches out to other communities to develop pupils' understanding of the diverse nature of British society. The governing body is very supportive of the work of the school and recognise its many achievements. Safeguarding procedures meet national recommendations.

### *These are the grades for leadership and management*

The effectiveness of leadership and management in communicating ambition and driving improvement	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
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	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

## Early Years Foundation Stage

The outstanding provision in the Early Years Foundation Stage comes from exemplary organisation and rigorous assessment throughout the Nursery and Reception class. Planning at all levels is thorough, and serves the children very well. Teachers and teaching assistants work closely as a team to give children who arrive with skills and knowledge well below national expectations, a wide range of

experiences that enable them to make rapid progress. Children are happy, confident and keen to engage with the many activities provided. Although generally standards are still below average when pupils enter Year 1, they make outstanding progress, particularly in the areas of communication and language and in their personal and emotional development.

The environment is exceptionally well designed to give children a rich experience of activities that stimulate imaginative and cooperative play. Free flow between indoor and outdoor areas is very well managed and as a result children are confident and able to make choices they are happy with. They settle well to different activities and are learning to negotiate with each other about, for example, who is to use the very popular toy cars. Assessment is continuous and accurate and all adults contribute. As a result, adults have excellent knowledge of children's progress and development and use this to provide additional help that is focused precisely on individual needs. Language develops quickly as teachers encourage conversation and speak clearly to children. Comments such as 'we need to talk, not cry,' when a child is distressed help to reinforce the importance of communicating effectively. Number recognition, counting, knowledge of letters and phonics develop steadily throughout the Early Years Foundation Stage. All safeguarding and welfare procedures are in place.

Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management in the Early Years Foundation Stage	1
Overall effectiveness of the Early Years Foundation Stage	1

## Views of parents and carers

Parents are overwhelmingly positive about the work of the school and the progress their children are making. Their responses recognise the strong features of the school include; the quality of leadership and management; the extent to which the school keeps children safe; the way the school meets children's particular needs and the promotion of a healthy lifestyle.

Ofsted invited all the registered parents and carers of pupils to complete a questionnaire about their views of the school. If a parent has more than one child at the school, we ask them to record an answer against all the questions, for each of their children. The inspection team received 62 completed questionnaires. In total, there are 271 parents and carers registered at the school.

	Always	Most of the time	Occasionally	Never
Overall I am happy with my child's experience at this school	53	9	0	0



## 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. In 2007-8, 15% of schools were judged to be outstanding.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well. In 2007-8, 49% of schools were judged good.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. In 2007-8, 32% of schools were judged satisfactory.
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. In 2007-8, 5% of schools were judged inadequate.

## Common terminology used by inspectors

Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
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.
Achievement:	the progress and success of a pupil in their learning, training or development. This may refer to the acquisition of skills, knowledge, understanding or desired attributes. Attributes include qualities or personal competencies which are important to the development of the pupil; for example personal, social, cultural, emotional or health.
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.



11 June 2009

Dear Pupils

Inspection of Skipton, Greatwood Community Primary School, Skipton,  
BD23 2SJ

Thank you for your warm welcome and for telling us so much about your school when we came to visit you recently. You are clearly extremely proud of your school community. All of the inspectors were impressed by your politeness and growing maturity. You are a credit to the school.

You told us that you believe Greatwood is an outstanding school and we agree with you. Here are some of the things that we noticed:

- The school is exceptionally well led and managed.
- You are all making excellent progress and by the time you leave at the end of Year 6 you attain high standards in your work.
- Your behaviour during lessons and when at play is excellent throughout the school.
- The quality of teaching you receive is outstanding and this is why you are doing so well.
- Greatwood is a happy school and you play a big part in making it so.

I have agreed with the headteacher that, to help you learn even more, you will receive further opportunities to practice and use what you are learning in literacy and numeracy in other subjects.

I wish you all the very best for the future.

Yours faithfully

Christopher Keeler  
HMI

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