

Glenaire Primary School

Inspection report

Unique Reference Number	107280
Local Authority	Bradford
Inspection number	336854
Inspection dates	22–23 March 2010
Reporting inspector	Terry McDermott

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	199
Appropriate authority	The governing body
Chair	Mr Geoff Margetson
Headteacher	Mr Andrew Soutar
Date of previous school inspection	14 March 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 14 lessons. They observed all teachers teaching, many of them twice. They held meetings with pupils, staff, governors, and the School Improvement Partner. They observed the school's work, and looked at the school development plan, governing body meeting minutes, lesson monitoring records, samples of pupils' books and School Improvement Partner reports. Responses from 41 parents or carers to the Ofsted questionnaire were analysed and considered, along with responses from pupils in Years 3, 4, 5, and 6, and staff.

- whether teachers have high enough expectations and set challenging work to improve the progress made by pupils
- whether assessment and marking accurately informs pupils of their progress and informs the planning of lessons, so that the full range of pupils' needs are met
- whether the planning for the Early Years Foundation Stage meets the needs of children in Nursery and Reception classes.
- if leaders and managers use the information from tracking pupils' progress well enough to ensure that pupils make the progress of which they are capable.

Information about the school

This smaller than average size school serves an area close to the centre of Shipley. It has an Early Years Foundation Stage with Nursery and Reception classes. The proportion of pupils eligible for a free school meal is above average. The proportion of pupils from minority ethnic groups is broadly average, and almost all speak English at home. The proportion of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs is above average. A new headteacher has been in post since September 2008. The school has experienced significant leadership and staffing issues recently.

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: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory school. Many of the difficulties arising from recent changes in leadership roles and the staffing issues of recent years have been overcome, though some still remain. The steadfast and determined headteacher has taken well thought through actions to secure what needs to be done to begin to raise standards and improve pupils' progress. At the same time, he has ensured that the school's strengths in supporting pupils' personal development are sustained. Parents and carers are strongly supportive of the work of the school.

Pupils' achievement is satisfactory. A period when pupils made barely satisfactory academic progress over several years is now recognised by staff and governors as not being good enough. Achievement is beginning to improve, particularly in science. Inspection evidence shows that many pupils are now learning well and making good progress, though this is inconsistent across the school. Progress is best in Years 5 and 6. It is not always good enough in Years 3 and 4. No group of pupils underachieves, including those with special educational needs and/or disabilities, those from minority ethnic backgrounds, and those speaking English as an additional language. Teaching is satisfactory overall with some that is outstanding and helps pupils to make rapid progress. Some is mundane, when teachers spend too long explaining to pupils what they are going to do, instead of letting them get on with it. Teachers accurately and regularly measure what pupils know and can do, but do not always use this information well enough either to set work which challenges or to give guidance on what pupils need to do next to improve. In these lessons, the pace of learning slows. Pupils' spiritual, moral, social and cultural development is good. A clear spirit of respect, tolerance and patience pervades the school. Pupils behave well around the school and in lessons, playing and working together in harmony with no trace of discrimination. Pupils are expected and trusted to take on responsibilities, and they do this willingly and sensibly.

The new leadership team has focussed attention on pupils' progress. Staff now have a clear and accurate picture of where the strengths and areas needing improvement in the school are, though a great deal of the burden for driving necessary change still rests on the shoulders of the headteacher. Subject leaders, some new to their roles, are not yet in a position to take full accountability for learning in their areas of responsibility. Nonetheless, staff morale is high, and all adults have a shared ambition and aspiration for raising standards and improving achievement. These positive developments are recent, and have not yet had an impact on the standards pupils reach, and because of this the school's capacity to secure sustained improvement is satisfactory.

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What does the school need to do to improve further?

- Ensure that teachers improve the consistency and speed at which pupils learn, by:
 - - getting lessons off to a prompt start so that pupils can spend more time learning instead of listening
 - - making better use of assessment information so that challenging tasks are set for all pupils.
- Ensure that leaders and managers at all levels monitor and evaluate the learning taking place in classes more rigorously, by:
 - - checking closely that pupils are actively engaged in learning in lessons
 - - giving unequivocal feedback to teachers on the strengths of their work, and on those areas which require improvement.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

Pupils make satisfactory progress as they move through the school. Some lessons move forward at a very rapid pace, and pupils become absorbed in challenging sequences of short, sharp tasks which make them think things through for themselves. This sparks their imagination and motivates them to learn very well. Progress in some other lessons slows as pupils are held back, listening quietly and politely to overly detailed instructions. Inspection observations of lessons and pupils' work in their books, show that whilst some pupils make good progress, the majority make satisfactory progress.

When pupils enter Year 1, their skills in reading, writing and mathematics are below those normally expected at that age. Through to the end of Key Stage 1, pupils make satisfactory and consistent progress. In Key Stage 2, pupils' progress is uneven, but satisfactory overall. In Year 6 in 2009, pupils' attainment was broadly average, and standards attained in the national tests showed that their progress was satisfactory when taking into consideration their starting points. The school's system for tracking the progress pupils make from year-to-year is reliable and accurate.

Pupils' personal development is good. From an early age, pupils quickly adopt the strong values the school holds. They are thoughtful, considerate of each other, polite and well-mannered. They help to make the school the calm and welcoming place it is. They say that they feel safe and are confident that they could get help should the need arise, though some say that occasional instances of bullying are not dealt with consistently. Pupils' behaviour is good, especially in lessons where their patience is tested. They listen carefully and show positive attitudes to learning. They know the effects of exercise on the body, and the value of eating a balanced diet. They speak confidently about avoiding the dangers they may encounter. Their willingness to take on responsibility, and their awareness of the wider community, is typified by their work in cleaning up the local park, in charitable work for a school in Zimbabwe and in their growing links with a

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school in France. Though attainment is broadly average, the strongly positive personal attributes of tolerance, respect, patience and 'doing what is right', indicate that pupils are well prepared for the next stage of their education. Attendance is average.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	3
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

All lessons are characterised by good relationships between teachers and pupils. Classrooms are attractive and well-resourced with a wide range of materials and equipment, including good information and communication technology equipment. The very best lessons are planned in detail to provide tasks which meet the different learning needs of every pupil. In these lessons, pupils are expected to work independently, stretching themselves and their friends as they think things through. These lessons move forward at a cracking pace and pupils' make outstanding progress. Examples of this were seen in a Year 6 mathematics lesson on the properties of 2-dimensional shapes, and in a Year 1 physical education lesson, led by a visiting specialist. In some other lessons, simple tasks, which many pupils find easy, are set for the whole class. In most cases, because they are well behaved, pupils accept this and do not make a fuss.

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Inevitably, the rate of learning slows for many of them. Teachers accurately measure what pupils have learnt, but do not use this information to plan and set tasks at an individual level which present enough challenge to all pupils.

The curriculum is being changed to allow pupils to practise and apply the skills they have learned in one area, across a range of subjects, but this has yet to show any impact on the progress pupils make. A good range of visits and visitors, together with sport, ecological and cultural activities, such as the celebrations of Eid, Chinese New Year and Diwali, enriches pupils' experiences, helps bring learning to life and allows pupils to see the relevance of the knowledge and understanding they have gained. Activities such as these have a particularly strong impact on pupils' social development and knowledge of issues related to health and safety.

The school's arrangements for the care, guidance and support of pupils are good. Good links with outside professional and other agencies ensure that the school is able to access support quickly when it is needed. Close links with partner schools ensure that transitions are easily accomplished. Staff know the pupils and their parents or carers, well. Pastoral records within the school's assessment systems are up-to-date and accurate. These allow adults in school to quickly identify when pupils are experiencing difficulties and to take action to help. Parents appreciate this, as several note in their responses to the questionnaire. However, there are insufficient systems in place to measure the effectiveness of such actions.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Under the good leadership of the headteacher the school is now in a position to move forward. A spirit of shared responsibility is growing amongst all the adults in school. School self-evaluation is accurate because of the regular monitoring of the quality of learning taking place in lessons. However, only a limited number of leaders are yet able to carry this out role. The school's assessment system is reliable and accurate because all teachers are engaged in measuring the attainment of pupils, but the information it produces is not used well enough to ensure that pupils make good progress. Governors give good support to the school and are keen to help it to move forward, but they do not yet hold the school sufficiently to account for its results. Provision for the promotion of community cohesion is good. The school is a focus of the community it serves and has good links internationally which help pupils to value and celebrate diversity. The

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effective partnerships the school has with parents underpin this. In this harmonious and happy school, staff work successfully to ensure that all forms of inequality are addressed and discrimination eliminated. Because promoting pupils' individual interests is at the core of all its work, the school takes its responsibilities for child protection and safeguarding very seriously. Current government requirements for safeguarding are met well. The school gives satisfactory value for money.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

When children join the Nursery, the large majority have lower than expected levels of skills than are normally seen in children of their age. They are often particularly weak in communication, language and literacy skills, and in being able to deal with numbers. Strong partnerships with parents are established from the start of Nursery and are maintained through to the Reception class and beyond. The children settle quickly into an attractive environment which has good resources for play and learning which stimulate and motivate their interests. However, the organisation of the school day in the Nursery is such that it inhibits the free flow of children's learning experiences.

In both classes, adults promote children's welfare effectively. Their calm and measured approach provides a good model for the children who quickly develop good social and emotional skills. The children play and work together very well and are happy to share and take turns. They enjoy their learning experiences and make satisfactory progress, leaving Reception class with skills below expectations overall, but with having improved more rapidly in their communication and mathematical skills.

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Leadership and management are satisfactory rather than good because provision is not unified. This restricts the overall effectiveness of the Early Years Foundation Stage, interfering unnecessarily with continuity of planning, and making transition from Nursery to Reception class more complicated than it might be. Measurement of the progress being made by children is becoming more reliable, and is now ensuring that teacher-led activities nurture a sense of curiosity and wonder. Children are then able to move easily and safely into activities which they choose for themselves, but which sustain their learning. Arrangements for transition from Reception class to Year 1 are effective, and pupils make the move easily.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Forty-one parents or carers returned the Ofsted questionnaires. Almost all expressed complete confidence in the work of the school. Parents are unanimously positive about almost every aspect of the school raised in the questionnaire, including their children's enjoyment of school, how the school keeps their children safe, and their satisfaction with their child's experiences at school. Inspectors agree with almost all the views expressed by parents or carers, but found that some pupils have concerns about the way in which the occasional incidents of bullying are dealt with. However, no parent or carer raised any questions or issues about bullying or safeguarding and none were observed by the inspection team.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Glenaire Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 41 completed questionnaires by the end of the on-site inspection. In total, there are 199 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	34	67	17	33	0	0	0	0
The school keeps my child safe	32	63	19	37	0	0	0	0
The school informs me about my child's progress	31	61	19	37	0	0	0	0
My child is making enough progress at this school	25	49	24	47	2	4	0	0
The teaching is good at this school	29	57	21	41	1	2	0	0
The school helps me to support my child's learning	27	53	22	43	2	4	0	0
The school helps my child to have a healthy lifestyle	22	43	22	43	7	14	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	19	37	25	49	1	2	0	0
The school meets my child's particular needs	27	53	23	45	0	0	0	0
The school deals effectively with unacceptable behaviour	21	41	26	51	2	4	1	2
The school takes account of my suggestions and concerns	17	33	31	61	0	0	0	0
The school is led and managed effectively	27	53	22	43	0	0	0	0
Overall, I am happy with my child's experience at this school	33	65	17	33	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for 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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
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.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.

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.



24 March 2010

Dear Pupils

Inspection of Glenaire Primary School, Shipley, BD17 7LY

Thank you for making us so welcome when we inspected your school recently. We were impressed with your politeness, good manners and the considerate way in which you help each other. We particularly appreciated your good behaviour and attitudes to learning in lessons.

We found that Glenaire is a satisfactory school with strengths in the way it works with your parents and carers. The school looks after you well and keeps you all safe and happy. It helps you to become sensible young citizens, ready to move on to the next stage of your education when you leave Year 6.

However, we found that it could do some things better than it does at present. So I want the adults who lead, manage and teach in the school to do the following things to help you to make better progress:

- ensure that teachers increase how much you learn by getting lessons off to a prompt start so that you can spend more time learning instead of listening, and making sure that none of you are set work which is too easy
- ensure that those adults who are in charge of different parts of the school check closely that you are busy learning in lessons, and if they find that you are not learning enough, that they quickly do something about it.

You can help your school to get better by continuing to be the hard working, happy, and mature young people you already are, who enjoy being in school and find learning interesting and exciting, and who behave really well.

Good luck to you all for the future.

Yours sincerely,

Mr Terry McDermott

Lead Inspector

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