

Guiseley Infant and Nursery School

Inspection report

Unique Reference Number	107809
Local Authority	Leeds
Inspection number	356245
Inspection dates	14–15 February 2011
Reporting inspector	Christine Millett

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	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	302
Appropriate authority	The governing body
Chair	Mr Martin Knight
Headteacher	Mrs Maxine Bell
Date of previous school inspection	18 March 2008
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Introduction

This inspection was carried out by three additional inspectors. The inspectors observed 20 lessons or parts of lessons given by 13 teachers, held meetings with groups of pupils, representatives of the governing body and staff. They observed the school's work, and looked at work in pupils' books, school policies and plans, data tracking pupils' progress, records on safeguarding, health and safety, and attendance, questionnaires returned by the staff and 103 returned by parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The impact of recently introduced strategies on learning in mathematics.
- How the curriculum is meeting the needs of all pupils, especially higher-attaining pupils.
- The extent to which pupils are involved in their own learning.

Information about the school

Guiseley Infant and Nursery School is larger than similar schools of its type. Almost all pupils are of White British heritage. Very few are from other minority ethnic groups. The proportion of pupils with special educational needs and/or disabilities is currently below average. The percentage of pupils known to be eligible for free school meals is also below average. An increasing number of pupils join and leave the school during the course of the school year. There have been a number of changes in staffing since the previous inspection. The school has received several awards including the Stephen Lawrence award and Healthy Schools status.

In addition to a Children's Centre, two private providers offer wrap-around care on the school site. As these are not managed by the school's governing body they did not form part of the inspection.

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?

2

The school's capacity for sustained improvement

2

Main findings

Guiseley Infant and Nursery School is a good school. It has many strengths, the most notable being pupils' knowledge of healthy lifestyles, their contribution to school and the wider community, and the school's engagement with parents and carers, which are all outstanding. The school provides a safe and welcoming environment where pupils feel valued. This view was echoed by one parent who spoke of a 'caring and supportive school'. Staff are mindful of pupils' safety and good safeguarding arrangements are in place. Of the parents and carers who responded to the questionnaire, the overwhelming majority is supportive of the school and value the quality of care it provides. A range of partnership activities make a strong contribution to pupils' good achievement and well-being. Pupils' experiences of different cultures and beliefs are enhanced through the curriculum and links with a Ugandan school.

Children get off to a good start in nursery and do well overall in the Early Years Foundation Stage. Progress to Year 2 continues to be good. National data regarding pupils' attainment in recent years show it to be average. The school's own tracking system shows that attainment is now rising rapidly, particularly in mathematics. There has been a noticeable increase in the number of pupils reaching the higher levels. Teaching and learning are good with some examples of outstanding practice. Pupils with special educational needs and/or disabilities are well-supported and, as a result, make similar good progress to their peers. The marking of pupils' work is age-appropriate, with written or verbal feedback providing pupils with guidance on how to improve. Assessment is regular and frequent analysis of outcomes takes place. A good curriculum involves pupils in challenging, well-planned activity-based learning experiences although opportunities to use information and communication technology (ICT) are not fully embedded.

The effective headteacher is supported well by staff and a knowledgeable governing body. All share an ambitious vision for future improvement. Senior teachers and the governing body know what the school does well and make good use of accurate self-evaluation to highlight areas for improvement. The impact of actions taken as a result is being seen in rising standards, indicating good capacity to improve.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by:
 - sharing the good and excellent practice that already exists in school
 - embedding the use of information and communication technology across all areas of the curriculum.

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Outcomes for individuals and groups of pupils

2

Pupils develop very positive attitudes towards learning as they move through the school. They enjoy learning and collaborate well when working in groups or in pairs. Pupils were keen to engage the inspectors in conversation and expressed their views clearly and openly.

The quality of learning seen in lessons during the inspection was good overall. Most children start school with skills and knowledge that are similar to that of other three-year-olds, although their communication, language and literacy skills tend to be weaker. Work seen in pupils' books was well-written, neatly-presented and confirmed the school's own analysis that pupils make good progress from the Early Years Foundation Stage to the end of Key Stage 1. Recent data analysis shows that the majority of pupils across the school are on track to exceed the previous years' overall attainment. An increasing number of pupils join the school part-way through the school year. The progress of these pupils is monitored carefully to ensure they also achieve well.

Pupils enjoy school. Above-average attendance supports this. As one pupil said, 'I like school because lessons are fun.' Relationships throughout school are good. No instances of inappropriate behaviour were seen during the inspection and pupils were well-mannered and friendly. Pupils of all ages have a very clear understanding of the importance of healthy eating and of the benefits of regular exercise. Pupils respond extremely well to the responsibilities they are given and make many very positive contributions to the school and local communities. This is seen, for example, in the pupils' involvement in the local carnival and Guiseley in Bloom. Pupils' spiritual, moral, social and cultural development is good. Pupils have a marked sense of right and wrong and enjoy the different cultural experiences the school provides. The school's values encourage pupils to think beyond themselves. Pupils' good grasp of basic skills and their developing personal qualities equip them well for the next stages of their education.

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Please turn to the glossary for a description of the grades and inspection terms

These are the grades for pupils' outcomes

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

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

How effective is the provision?

The vast majority of lessons seen during the inspection were good and some aspects were outstanding, for example, the pace and timing of some lessons ensured no time was wasted and learning maximised. Overall, teachers have high expectations, good subject knowledge and appropriately challenge pupils of all levels of ability when questioning. Most pupils are aware of their class targets and what they need to do to improve their work. Other adults in the classroom give valuable support. Well-planned tasks ensure that the needs of all pupils are met well and include sufficient challenge for higher-attaining pupils. Teachers engage pupils' interest in learning through the use of interactive whiteboards and other visual aids. Behaviour in lessons is good. Very occasionally, when the pace of the lesson drops, a few pupils lose concentration.

The curriculum places appropriate emphasis on promoting basic skills, especially mathematics which has been identified as a school priority. Teachers plan carefully to include appropriate cross-curricular links as was seen in a science lesson where new mathematical skills were learnt, enabling pupils to sort materials. Such lessons provide imaginative opportunities for learning that are popular with pupils. The curriculum also provides an extremely broad range of enrichment experiences, through visits, visitors and extra-curricular activities.

This is a very caring school. Pupils feel well-supported by the school and know to whom they can turn if they have a problem. They feel safe and know that their concerns are

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taken seriously. The individual needs of pupils with special educational needs and/or disabilities are well met through close liaison between teachers, support staff and outside agencies. Systems to ensure regular attendance and good behaviour are effective.

These are the grades for the quality of provision

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

How effective are leadership and management?

Much has been achieved since the previous inspection and members of the leadership team are united in their determination to bring about further improvement. Rigorous systems for analysing and recording pupils' attainment are in place and provide a sharp focus on the achievements of different groups of pupils. As a result, all pupils make similar levels of progress, albeit from different starting points. It is this commitment to ensuring that pupils progress well, together with the school's inclusive ethos, that supports equality of opportunity for all. The governing body understands the challenges facing the school. It works supportively and is effective in influencing school improvement.

The school development plan is based on accurate self-evaluation, focuses on the most important areas for improvement and is clear about how targets are to be achieved. There are effective links with a range of external agencies, including the local junior school, that support the progress and well-being of the pupils. The school enjoys an extremely positive relationship with parents and carers who are kept informed through a variety of means. Community cohesion is good. The school ensures that pupils understand and contribute to their local community. Pupils' awareness and understanding of life beyond the United Kingdom has developed through the curriculum and as a result of regular contact with a school in Uganda. Links with an inner city school are underway. Safeguarding is robust with procedures, policies and practice securely in place. Staff are well-trained in child protection and are very clear about their responsibilities regarding statutory requirements. The school deploys its resources well and gives good value for money.

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Please turn to the glossary for a description of the grades and inspection terms

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
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	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	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

The Early Years Foundation Stage has undergone significant development in recent times. New management has prompted changes to provision. Staff have correctly identified key areas for development and are working hard to bring about further improvement. Consequently, provision in Early Years Foundation Stage is good and children thrive in an attractive and enjoyable environment. Good teaching and a well-organised curriculum ensure children's good progress.

That children settle in quickly as they start school is due to the warm relationships that adults quickly establish with them. Adults support children to be independent, to make choices in the activities they will take part in, and to develop social skills that ensure their good behaviour.

Good assessment systems and their effective use ensure that individual children's development is tracked accurately and regularly, with targeted support given to help them all make good progress. Achievements are recorded and shared with parents and carers. The attractive environment and engaging activities, such as the ice-cream stand enable children to have fun while they learn. Good teaching by all staff ensures that children develop their basic skills well. Learning flows between indoors and outdoors as children move between their chosen activities. The high-quality support promotes children's welfare well and they feel safe and secure. For example, they demonstrate good development in their social skills, working amicably together.

Good leadership is focused on continuous improvement. Good links are developed with the wraparound care providers, parents and carers and the setting. The Early Years Foundation Stage is fully incorporated into the school life which ensures a smooth transition from reception into Year 1.

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

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Approximately one third of the parents and carers responded to the questionnaire. Some felt unable to comment on some of the questions. However, of those who did respond almost all agreed that their children enjoyed school, were kept safe and were very happy overall. A very small minority believed that they were not sufficiently informed about their child's progress. Inspectors found that relationships between the school and parents and carers are very strong. The school works very successfully to engage parents and carers and is happy to meet with them to discuss any matter. A few parents raised individual concerns and these were followed up by the inspectors. It was found that the school has effective procedures in place in relation to the issues raised.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Guiseley Infant and Nursery 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 103 completed questionnaires by the end of the on-site inspection. In total, there are 302 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	68	66	34	33	1	1	0	0
The school keeps my child safe	63	61	38	37	2	2	0	0
My school informs me about my child's progress	39	38	56	54	8	8	0	0
My child is making enough progress at this school	54	52	44	43	3	3	0	0
The teaching is good at this school	55	53	44	43	1	1	0	0
The school helps me to support my child's learning	49	48	48	47	5	5	1	1
The school helps my child to have a healthy lifestyle	59	57	37	36	5	5	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)	44	43	41	40	0	0	1	1
The school meets my child's particular needs	49	48	48	47	4	4	1	1
The school deals effectively with unacceptable behaviour	37	36	51	50	3	3	1	1
The school takes account of my suggestions and concerns	35	34	51	50	3	3	1	1
The school is led and managed effectively	52	50	41	40	5	5	1	1
Overall, I am happy with my child's experience at this school	61	59	38	37	2	2	1	1

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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



16 February 2011

Dear Pupils

Inspection of Guiseley Infant and Nursery School, Leeds, LS20 9DA

Thank you for all the help you gave the inspection team when we visited your school. You were very polite and helped us to understand how you feel about your school. You told us that you go to a good school and we agree. We also found:

- you get off to a good start in the Nursery class and make good progress during your time in the school
- attainment at the end of Year 2 is average but, because you and your teachers work well, it is improving quickly
- you enjoy coming to school, are keen to learn and your attendance is better than in most schools
- your behaviour is good both in the classroom and around school
- adults look after you well and make sure you are safe
- teaching is good and teachers try to make lessons interesting
- you show an excellent understanding of healthy lifestyles and know how to stay safe
- you contribute extremely well to the life of the school and the local community
- your school is helping you to be well-prepared for the next stages in your education.

To help you do even better at school we would like your teachers to make more lessons outstanding. We would also like you to be given more opportunities to use computers.

We know you will help your teachers to carry on making your school better by continuing to work hard.

Best wishes for the future.

Yours sincerely

Mrs Christine Millett

Lead inspector

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