

Glaisdale Primary School

Glaisdale, Whitby, North Yorkshire, YO21 2PZ

Inspection dates 26 June 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Pupils' achievement is outstanding. They typically have attainment which is well-above average and make outstanding progress from their starting points.
- Teaching is outstanding. Work is challenging and pitched at exactly the right level for all pupils. Marking is very well done so that pupils are clear about the level of their work and know how to improve it.
- Teachers make it extremely clear to pupils what they are to learn. They ask questions which stretch pupils. They skilfully adapt learning to address any misunderstandings. Teaching assistants are exceptionally skilful at supporting and teaching pupils of all abilities.
- The excellent curriculum excites pupils and helps them see the links between subjects. It encourages their highly developed spiritual, moral, social and cultural awareness.
- It offers pupils many opportunities to apply their mathematical skills in real-life problem-solving situations and to write imaginatively and at length in English and other subjects.
- Pupils' behaviour is excellent; they say they feel extremely safe. They like the way the school helps them to learn alongside, and make friends with, pupils in other schools. The school offers excellent care and support, which contributes to pupils' well-being.
- The leadership of the headteacher is excellent. She has restored high morale and excellent teaching after a period of disruption in the life of the school and thereby maintained its outstanding status.
- With the governing body, the headteacher has an extremely clear view of the school's strengths and relative weaknesses. There are detailed and innovative plans to improve the school. However, there are too few clear measures as to how leaders will know that these initiatives have raised attainment and increased rates of pupils' progress.
- The headteacher and the governing body have skilfully managed the federation of two schools to the benefit of staff, pupils and the local community. This is clearly a school that continues to improve.

Information about this inspection

- This school is federated with Castleton Primary School. Both schools were inspected separately on consecutive days by the same inspection team.
- The inspectors spoke to pupils and had meetings with staff and the Chair and other members of the governing body. The inspectors also spoke to the school's local authority Educational Development Adviser. While these meetings were held only once, inspectors carefully ascertained the impact of leadership and management on both schools independently and the impact the federation has had on both schools.
- The inspectors looked at a range of evidence including: the school's improvement plan; the school's data relating to pupils' progress; monitoring reports; the work in pupils' books; and the school's documentation relating to safeguarding.
- The inspectors observed teaching and learning in five lessons taught by two teachers and listened to groups of pupils read. In addition, the inspectors made a number of short visits to lessons.
- Inspectors did not conduct a joint observation of lessons with the headteacher during this inspection. However, evidence was used from the inspection of the federated school. In that inspection, the lead inspector conducted one joint observation of lessons with the headteacher. The inspector also observed the headteacher reporting back to the teacher on her findings regarding the quality of learning and pupils' achievement in the lesson.
- The inspectors took into account the 15 responses to the online questionnaire (Parent View). Inspectors also spoke to parents and analysed the school's own questionnaire of parents' views.
- Six staff completed questionnaires and the responses were analysed.

Inspection team

Gordon Potter, Lead inspector

Additional Inspector

Lesley Richardson

Additional Inspector

Full report

Information about this school

- This school is much smaller than the average-sized primary school.
- All pupils are White British.
- The proportion of pupils known to be eligible for the pupil premium is below average. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after.)
- The proportion of pupils supported at school action is well-below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is well-below average.
- The school's Year 6 classes are too small to be measured against the government's current floor standards. These set out the minimum expectations for pupils' progress and attainment.
- There is a breakfast club which is managed by the governing body and run by staff.
- The school has been federated with Castleton Community Primary School since April 2013. The schools have been in a loose federation since March 2012.
- The headteacher is headteacher of both schools, between which she shares her time. She has been headteacher of this school since September 2012, after being acting headteacher from March 2012. When she is in the other school, the day-to-day management of this school is conducted by the Key Stage 2 teacher.
- There is one governing body for both schools.
- Teachers and teaching assistants work between both schools.
- The school went through a period of disruption in 2011 and 2012 due to the unavoidable absence of the previous headteacher.
- The school works in partnership with other schools, colleges and businesses in a wider geographical area.
- There are two classes: for pupils in Reception and Years 1 and 2; and Years 3, 4, 5 and 6.

What does the school need to do to improve further?

- Ensure that initiatives outlined in the school improvement plan have clearly specified success criteria related to pupils' attainment and the rates at which they make progress so that school leaders are able to measure their effectiveness.

Inspection judgements

The achievement of pupils is outstanding

- The abilities of different year groups vary in this small school. Most children start school with skills that are in line with those expected for their age. Outstanding teaching means that children learn remarkably well in the Early Years Foundation Stage and in Key Stage 1 so that at the end of Year 2 attainment is typically above average in reading, writing and mathematics.
- From their individual starting points, pupils make outstanding progress in all subjects due to excellent teaching. As a result attainment at the end of Year 6, including in English and mathematics, is typically well-above average.
- A very small minority of pupils is known to be eligible for the pupil premium. In 2012, no pupils in Year 6 were known to be eligible for this funding. Those pupils currently in school who are eligible make similar excellent progress as other pupils in school. This is owing to clearly targeted support and extremely focussed tracking of their progress.
- Likewise, a very small minority of pupils has special educational needs. Teachers and teaching assistants are extremely skilful at teaching and supporting these pupils in their learning so they can make similar excellent progress. The introduction of a teaching assistant into the class for pupils in Key Stage 2 has had a significant effect on the progress of all groups of pupils but especially for those who have special educational needs.
- Indeed, the school is very clearly focused on identifying any pupils who are at risk of falling behind and concentrates on closing the gap for all pupils. This clearly shows the school's commitment to promoting equal opportunities and tackling discrimination.
- Inspection evidence shows that progress in reading is excellent and attainment is typically well-above average by the end of Year 6. There is a consistent focus on reading across school. Pupils have a very clear understanding of how letters are linked to sounds and this helps them to read words they are not used to. Pupils say that improvements to the teaching of reading and more exciting books have encouraged them to read more often and with greater enjoyment, in school and at home.

The quality of teaching is outstanding

- Teaching is outstanding overall. Teachers make it exceptionally clear to pupils what they will learn and lead them very clearly through new concepts so that understanding is very clear. They also encourage them to think critically about their own and others' work.
- Teachers make sure that work is set at exactly the right level for pupils of all abilities. They ask questions which stretch pupils and encourage them to develop their ideas and reshape work during lessons.
- All these excellent approaches were seen in an English lesson for pupils in Years 3, 4, 5, and 6. The teacher used an example of a pupil's already high-quality writing and encouraged all pupils to think critically about how it could be improved. They considered vocabulary, word repetition, structure and how to develop similes. The teacher then gave pupils time to include these ideas in their own independent writing and they made excellent progress.
- There is also excellent teaching of mathematics. In the class for pupils in Reception, Years 1 and 2, the teacher ensured learning moved at a brisk pace. She questioned pupils, challenging those who had grasped the concept and offering extra support for those who needed more help. The teaching assistant was equally skilful in identifying misunderstandings and helping pupils to make excellent progress.
- An overarching reason for the rapid progress pupils make is the engaging and stimulating curriculum which helps pupils see the links between subjects, write at length and solve problems related to real life in mathematics. All lessons are exciting, involve pupils in finding out things for themselves and with their friends and they learn rapidly.
- In a mathematics lesson for pupils in Years 3, 4, 5 and 6, the teacher planned a range of exciting activities, which involved and challenged pupils at exactly the right level. Pupils solved

problems related to coordinates and learned geographical concepts of direction. The teacher linked this to a study of map-reading and investigation of the local area so that pupils made rapid progress in subjects across the curriculum.

- Pupils' work is regularly marked and teachers tell pupils extremely clearly how to improve their work. Time is provided for pupils to act upon any advice they give. Pupils know the level of their work and in all classes have clear targets to help them take the next steps in their learning.

The behaviour and safety of pupils are outstanding

- Pupils are exceptionally happy in school. They respect one another and are extremely polite to adults. They say that behaviour is excellent in their lessons. Indeed, outstanding behaviour was evident around the school where pupils play extremely well together and in lessons where they support and encourage one another in exciting learning activities. The school's records of behaviour show that behaviour has been outstanding in the past three years.
- Pupils feel exceptionally safe and are aware of different forms of bullying, including cyber-bullying. They say that there is no bullying, although friends occasionally fall out. Even this is extremely rare and when it does happen they are confident that it will be quickly dealt with. This is also as a result of the outstanding, sensitive care they receive from adults in the school. Attendance is average.
- Older pupils look after younger children and help pupils play safely and enjoyably together. Pupils develop social skills in the breakfast club and through many opportunities to learn together. They enjoy house and inter-school competitions and welcome the opportunities to meet, play and learn alongside pupils from other schools, especially since the federation of the schools.
- Pupils say the school council listens to their concerns and ideas. It has helped to plan and raise funds to develop the outdoor learning area and improve the playground so there are play and quiet zones. It has purchased games and sports equipment so that pupils can organise playground activities.

The leadership and management are outstanding

- The headteacher has a remarkably clear view of the school's strengths and weaknesses. She has been very skilful in turning her vision for a federation of schools into a highly successful reality. She knows that on the days when she is not in school, it will be extremely well-managed.
- She demands the highest standards and achieves this through sensitive and encouraging leadership that involves all staff in school improvement. As a result there is strong teamwork and high morale. All teachers thrive on the responsibility and accountability for their own classes and for initiatives across the school. Accordingly, the school has been stabilised after a period of disruption, teaching has improved and the school has maintained its outstanding status.
- There are very clear and detailed plans for the school's future development which are regularly monitored by school leaders, including the governing body. However, there are too few measurable criteria that allow leaders to understand the impact these initiatives have on the key areas of pupils' attainment and progress and this is preventing attainment being higher still.
- Training for teachers is very well-planned and highly focussed on the school's development plan. Alongside a highly innovative and successful approach to sharing expertise in the federation, there is a focus on using the best national practices to drive improvement. There are links with schools and colleges on a wider geographical basis. The teaching of reading, writing and mathematics has improved and pupils' progress is rapid.
- The headteacher regularly assesses the quality of teaching, and looks at pupils' work so that a consistent approach to learning is evident across school and pupils make excellent progress in all classes. She has a very clear view of what constitutes outstanding teaching and is extremely rigorous in her feedback to teachers about the quality of their teaching.
- There is highly sophisticated and rigorous analysis of data about the attainment and progress of

the pupils currently in school and of those who have left the school over the past four years. In this small school, it gives a very clear picture of patterns of attainment and progress and highlights areas for further improvement. It is well-used to ensure that work is well-matched to the learning needs of individual pupils.

- Performance management is clearly focussed on increasing the rates at which pupils make progress, improving the quality of teaching and raising standards. Teachers are very clear that they will only be rewarded when their pupils have done as well as, or better than, they should have done. The headteacher has set demanding targets for teachers which have contributed to pupils' excellent progress.
- The curriculum is extremely exciting and contributes strongly to pupils' highly developed spiritual, moral, social and cultural awareness. While it is clearly focused on developing pupils' basic skills in reading, writing and mathematics, it also provides very many opportunities for pupils to develop their love of history, art, science and geography. This is particularly true of the school's use of the local environment to develop outdoor learning.
- The local authority works very effectively with the school. It has offered high quality training, helpful advice on personnel issues and the federation, as well as advice that has led to improvements in the quality of teaching across school.
- **The governance of the school:**
 - The governing body offers excellent support to the school and rigorous challenge based on analysis of examinations data. For example, they know about the attainment and progress of those few pupils who are known to be eligible for the pupil premium. Governors have a clear programme to visit classes to see how well pupils are learning and clear plans for their own improvement. Their findings are fed back clearly to other governors. The governing body skilfully manages the budget of this small school, has successfully improved the outdoor learning area and has plans in place to improve the building. They monitor the performance of all staff and ensure that they have received appropriate training, for example, to ensure that pupils are kept safe from harm through safeguarding systems which meet current guidelines. The Chair of the Governing Body is exceptionally well-informed about the school and uses governors' expertise to full effect, for example in budget management. The governing body acted decisively to appoint a highly-effective headteacher after a period of disruption in the life of the school.
 - The governing body has been exceptionally successful in accomplishing the federation of the two schools and leads both with admirable clarity and purpose. Governors have devised clear guidelines to ensure that both schools flourish together while retaining their own unique character.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	121294
Local authority	North Yorkshire
Inspection number	411710

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	42
Appropriate authority	The governing body
Chair	Delia Liddle
Headteacher	Jane Douglass
Date of previous school inspection	4 October 2007
Telephone number	01947 897218
Fax number	Not applicable
Email address	admin@glaisdale.n-yorks.sch.uk

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