

# Guiseley Primary School

Oxford Road, Guiseley, Leeds, West Yorkshire, LS20 9DA

## Inspection dates

21–22 March 2018

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Outstanding</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is a good school

- Pupils' personal development and behaviour are strengths. Pupils welcome those who are different from themselves and comment that 'we don't judge anyone, we're all different'.
- Pupils admirably take on numerous responsibilities such as corridor assistant and food ambassador.
- Pupils have an excellent attitude to learning which supports their education well.
- Pupils who have a statement of special educational needs have their individual needs met well.
- Pupils make good progress and enjoy learning across all subjects. Teachers plan learning that pupils find interesting and stimulating.
- Information on pupils' achievement is sometimes overly complicated and does not succinctly identify trends and patterns of all the different pupil groups.
- Governors have a range of skills and life experiences which they use well to help support school improvement.
- Pupils feel safe and happy in their school. They know who to talk to if they have any concerns.
- Children in the early years provision learn well, including in an outdoor environment which children find exciting and stimulating.
- Leaders and managers know their school well. However, not all are fully proficient in their roles and need further development.
- Leaders and managers identify weaknesses in teaching but sometimes do not act quickly enough to address them. Consequently, small pockets of weaker teaching remain.
- Teachers plan learning well so that pupils are successfully challenged to extend their learning.

## Full report

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

- Improve the impact of leadership, management and governance, by ensuring that:
  - all leadership roles are developed fully and those in leadership roles are held more to account
  - information on pupils' achievement is presented more succinctly and identifies trends and patterns in the achievements of different pupil groups so that it can be more readily understood and acted upon by governors and others.
- Strengthen the quality of teaching even further by making sure that any identified weaknesses in teaching are addressed more quickly.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- The acting headteacher and headteacher work exceedingly well together. They know their school well and are determined that every pupil in school gets an equal opportunity to reach their full potential.
- School leaders have planned a curriculum which excites pupils and helps them learn well through an extensive range of experiences including for example, visits to a science museum. The curriculum is further enhanced by a wide range of clubs such as archery and table tennis.
- Pupils' spiritual, moral, social and cultural development is strong, and is carefully planned, such as for using studies on the Brazilian artist Romero Britto.
- The promotion of equalities and inclusivity is extremely strong in the school and is evidenced in everyday activities as well as in the highly inclusive sporting events that take place.
- Staff comment that their professional development is supported well by leaders and focuses on individual needs. For example, one leader has been encouraged and supported to study for a masters in education which is focused on their area of responsibility. The staff responses to the online questionnaire are overwhelmingly positive. Comments included how 'proud and supported' they feel.
- Parents are highly supportive of the work the 'brilliant staff' do to help their children learn. Parents comment that teachers are 'excellent', highly dedicated', 'kind, caring and nurturing' and that they know their children well'.
- Senior leaders hold regular meetings to review pupils' progress with teaching staff. Every pupil's achievements are carefully scrutinised, and any needs addressed. This information is not always succinctly presented so that the progress of particular groups of pupils, such as those who have special educational needs (SEN) and/or disabilities is easily identified.
- Senior leaders regularly review the quality of teaching and learning through a range of strategies. Generally, weaknesses are quickly addressed. Occasionally however, there are pockets of weaker teaching practice which are not addressed quickly. This can slow learning for some pupils.

### Governance of the school

- Governors are as passionate as staff in ensuring that this school is highly inclusive and that pupils' strong personal development is a priority. They have a range of skills, such as legal knowledge, which they use well to support school improvement. Some governors, for example the governor responsible for pupil premium funding, excel in evaluating and reporting on their area of responsibility. Reports on the spending of the physical education and sports premium and the pupil premium, demonstrate how effectively this funding is spent. Although the SEN funding is used very effectively, the reporting of how effective this funding is, lacks clarity.

## Safeguarding

- The arrangements for safeguarding are effective. Pupils say they feel safe and know they can speak to someone in the 'worry team' if they have any concerns. All staff are well-trained and highly vigilant regarding pupil safety. They know who to report any possible issues to and are alert to any comments pupils make which may indicate that they are unhappy. The safeguarding lead keeps high-quality and detailed records. Appropriate checks on adults are made and documented. Governors worked with school leaders to conduct an internal safeguarding audit to ensure that safeguarding arrangements are fit for purpose. The school website makes it clear to parents who they should turn to if they have any concerns. Many parents responded to the Ofsted questionnaires and said how happy and safe they felt their children are in school.

### Quality of teaching, learning and assessment

**Good**

- Teachers plan lessons so that time is used well and that pupils' different needs are met. This works particularly well in mathematics where pupils choose tasks at a particular level. Teachers encourage pupils to move onto a harder task if they feel that pupils are not learning at a fast-enough pace.
- Teachers encourage pupils to explain how they are completing a task and to work with others. The excellent relationships pupils have with one another and their teachers supports this work and helps pupils to get a thorough understanding of the concept they are learning.
- Pupils who need support, particularly those who have SEN and/or disabilities, receive this through various strategies including the use of equipment/artefacts so that they can access and understand subjects more easily.
- Teachers model subject-specific vocabulary well and question pupils to improve their use of new vocabulary.
- Pupils are interested in learning and enthusiastically talk about the topics they have covered, for instance Anglo Saxon Britain. Teachers are good at maintaining this interest through the topics they teach and the links they make between different subjects.
- Most teachers follow strictly the feedback and assessment procedures and this helps pupils learn more quickly.
- Generally, school leaders identify weaknesses in the quality of teaching quickly and this leads to rapid improvements in the quality of learning. This is exemplified through the current Year 3 pupils, who are now making accelerated progress following some weaker teaching and learning when they were in Year 2. However, not all teachers improve as quickly as others. This leads to some small pockets of weaker teaching and learning.

### Personal development, behaviour and welfare

**Outstanding**

#### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils are confident and successful learners. They are also confident enough to discuss their learning in a manner that helps them learn from their mistakes as well as learn from others. This, they do extremely well.
- Pupils feel safe in their school and pupils comment on how they feel 'comfortable' in the school. Their responses to the online questionnaire are overwhelmingly positive.
- Pupils talk openly and respectfully about the different abilities and characteristics they all have. They recognise that they all have different strengths and weaknesses and that success is demonstrated in different ways.
- Pupils comment that there is no bullying in their school. Others recognise the different forms bullying may take and that when it does occur they can talk to their teacher or someone in the 'worry team', who will help them.
- Adults encourage pupils to resolve their own conflicts and older pupils are skilled at doing this. This skill also helps them when they are taking on play leader roles with the younger pupils.
- Pupils take on responsibilities such as food ambassadors and reading partners with enthusiasm and maturity.
- Pupils who had the opportunity to move to other schools at the end of key stage 1 commented to inspectors how they did not want to move. They chose to stay as they are so happy at this school.

## Behaviour

- The behaviour of pupils is outstanding. They are exceedingly polite and courteous throughout the school day. This behaviour means that the school exudes a happy and welcoming atmosphere.
- Pupils commented to adult visitors that they are 'in charge of our own behaviour' and this is clearly evidenced in the way they conduct themselves.
- Pupils enjoy coming to school and parents understand the importance of regular attendance. Therefore, rates of attendance are consistently higher than that of other schools nationally.

## Outcomes for pupils

**Good**

- Pupils make good progress from their starting points in a range of subjects. They recall articulately what they have learnt in humanities and science subjects and the progress they have made in these subjects is evident.
- Pupils who have SEN and/or disabilities, particularly those who are on the autistic spectrum, generally make good and better progress. Their individual needs are very well met through a range of strategies and an abundance of different resources including an inclusion classroom used when the need arises.
- The attainment of disadvantaged pupils remains slightly below that of other pupils in the school and nationally. However, although most achieve well from their varying

starting points for this group of pupils progress varies considerably due to their individual needs and circumstances. Some pupils make exceptional progress while a minority do not.

- Pupils make strong progress in reading. Basic skills, including phonics, are well taught by teachers. An investment in a new library, a bespoke reading scheme and regular one-to-one reading to an adult have helped pupils achieve this good progress.
- Teachers have worked with other schools in their locality to moderate pupils' writing to ensure that pupils are working at least at age-related expectations. A clear feedback policy, individual targets and interesting topics for example, children in prisons and novels such as *The Chocolate Tree*, have secured good progress across the school.
- Pupils make good progress in mathematics. The structured scheme that the school has employed works well for these pupils.

### Early years provision

**Good**

- Children in the early years make good progress from their starting points.
- Children enjoy the large outdoor provision which is extremely well planned by leaders to develop their learning through play and discovery. Children take part in spontaneous performances using the array of musical instruments available in the mini amphitheatre and spend time problem solving with half pipes, buckets, water and balls.
- Most staff and leaders in the early years are highly knowledgeable about child development. This makes their interactions with children as valuable as possible as they play alongside them role modelling language and social skills.
- Relationships between children and children, and between children and adults, are strong and respectful which means children's behaviour is outstanding as is the case in the rest of the school.
- Adult-led learning is highly focused and allows for the good development of knowledge and skills, such as phonics.
- Adults plan learning very effectively to match children's interests. This strategy means that children are enthusiastic about learning. Young children rushed to tell the inspector about Poison Ivy, the supervillain who had left ivy around, and also where Superman was hiding in the classroom. Later in the day, the imaginative play, writing and reading that was taking place is clear evidence of how these children are developing knowledge and skills through this stimulating topic and environment.
- Currently, some two- and four-year-old children share the same provision all day. This means that the very differing needs of these children are not met as well as they could be. For example, two-year-old children do not get the quiet times they may need and the four-year-olds do not get to use some more risky equipment such as scissors. Leaders are in the process of changing this provision so that it is more appropriate.

## School details

Unique reference number	107809
Local authority	Leeds
Inspection number	10047844

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

Type of school	Primary
School category	Maintained
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	423
Appropriate authority	The governing body
Chair	Anne Kearsley
Headteacher	Maxine Bell
Telephone number	01943873359
Website	<a href="http://www.guiseleyinfants.org.uk/">www.guiseleyinfants.org.uk/</a>
Email address	<a href="mailto:office@guiseleyprimary.org">office@guiseleyprimary.org</a>
Date of previous inspection	14 – 15 February 2011

## Information about this school

- Guiseley Primary School is a larger than average-sized primary school where most pupils are of White British heritage.
- The headteacher, Maxine Bell, has been on a phased return to her post. The deputy headteacher, Sally Buckton, has been the acting headteacher during the absence of the headteacher.
- The proportion of pupils who have a statement of special educational needs or an education, health and care plan is above the national average.
- The proportion of pupils known to be eligible for support through the pupil premium funding is below the national average.
- The school has been increasing the age range of its pupils to include pupils in key stage 2 since 2014. There are currently no Year 6 pupils in the school.
- The school has provision for two-year olds. Currently the early years is split into four

different classes, pre-school for children aged 2 to 4 years, foundation stage 1 for children aged 3 to 4 years and two reception classes for 4 and 5 year olds.



## Information about this inspection

- The inspection was carried out by three inspectors over two days.
- The inspectors looked at learning in books and in lessons alongside senior leaders.
- Meetings were held with a representative of the local authority, members of the governing body, including the chair, and senior leaders, including the acting headteacher and the headteacher.
- Inspectors studied documentation and policies such as that relating to pupils' progress, governors' meetings and safeguarding.
- Inspectors took the opportunity to speak to pupils both informally at different times of the day, in formal meetings and in lessons. They spoke to them about their learning, listened to them read and asked their opinion of the school.
- Inspectors considered 164 responses to Ofsted's online questionnaire, Parent View and 165 parents responded by text. Forty-six staff responded to the questionnaire and 79 pupils. All these opinions were considered.

## Inspection team

Jo Sharpe, lead inspector	Ofsted Inspector
Andy Taylor	Ofsted Inspector
Mike Tull	Ofsted Inspector

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