

# Inspection of Gledhow Primary School

Lidgett Lane, Leeds, West Yorkshire LS8 1PL

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Inspection dates: 25–26 September 2019

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## **What is it like to attend this school?**

Leaders and staff have worked hard over the past year to make sure everyone feels welcome and included. Staff know their pupils well and pay close attention to their individual needs. They care deeply about pupils' safety and welfare.

Staff celebrate the faiths and cultures of all members of their community. Pupils learn how to respect the rights of others. Relationships between adults and pupils are positive. Staff talk to pupils about their learning, their interests and any concerns they may have. Pupils are listened to and their views are taken seriously. They are happy and confident in their learning and play. Pupils enjoy the wide variety of clubs, trips and residential experiences on offer.

Most pupils feel safe in school. Leaders have worked hard to encourage positive behaviour. Leaders take any incidents of bullying seriously. They work sensitively with pupils to resolve any concerns.

Parents are very pleased with the strong relationships that the headteacher and her team have developed. Parents are now much more involved in the life of the school. They attend class events and information sessions so that they can help with their children's learning and development.

## **What does the school do well and what does it need to do better?**

Leaders have a clear idea of what they want pupils to learn. The curriculum is designed to meet the needs of all pupils. Leaders are making sure that the knowledge and skills pupils learn successfully in English and mathematics extends to other subjects too.

Curriculum leaders have researched what it takes to make learning effective. They have used this knowledge to help develop what pupils will learn in each subject. In subjects such as geography and history, teachers have mapped out the knowledge and skills that pupils will need to know and remember. The curriculum is less developed in other subjects. Leaders have a clear plan in place to address this with further training for staff already scheduled.

Pupils have a thorough understanding of mathematics. Learning in mathematics is planned step by step to build carefully on what pupils already know. Teachers have also improved the quality of pupils' writing. Across many subjects, including science and geography, pupils explained how their understanding of previous topics supported what they were learning now. This is reflected in pupils' work. Pupils' achievements in external assessments are improving in all areas.

Pupils receive a prompt start to phonics teaching in the early years. New ways of working are leading to better use of reading time. A more thorough and detailed

phonics programme has led to many more pupils being able to read effectively at the end of Year 1. Books are more carefully matched to the sounds and letters pupils know. However, there remain occasions where the phonics programme is used less consistently, particularly to help struggling readers to catch up.

Leaders have made sure that what is taught supports pupils' personal, social and emotional development. Pupils develop a respect for other faiths and cultures. Pupils enjoy the range of clubs and activities offered. This gets them interested in sport, the arts and the environment. It also builds their confidence and self-esteem. Pupils attend well. Incidents of exclusion have declined. Leaders have developed a calm and happy place for pupils to learn and achieve.

Leaders have improved their support for pupils with special educational needs and/or disabilities (SEND). It is of high quality. This allows pupils to learn effectively across all subjects. Teachers adjust lessons and activities so that pupils with SEND can take part and contribute successfully.

The headteacher is a highly effective leader. She has transformed many aspects of the school in a very short space of time. She is supported by a capable team. Together, they have raised pupils' achievement and improved behaviour. Leaders care about their staff and have taken considered steps to manage their workload. Parents are very happy with the quality of education that their children receive.

In the early years, adults know and care for children well. They respond to children's interests and abilities. Children learn well in many different areas. During inspection, children built and drew houses to develop a sense of place. They examined different materials to explore why some things float and others sink. In this way, adults develop children's understanding of the world around them. Adults also pay close attention to children's early reading and mathematics. This prepares children increasingly well for Year 1.

## **Safeguarding**

The arrangements for safeguarding are effective. Leaders pay close attention to pupils' safety. They work with staff to raise awareness of pupils' welfare. Good systems are in place to help pupils and families. Leaders follow-up any concerns quickly. They record these concerns thoroughly. The safeguarding team has good links with other professionals to check and support pupils' welfare. Leaders teach pupils about safety in assemblies and across the curriculum. Leaders check the suitability of adults working at school. Governors work with leaders to check that safeguarding arrangements are effective.

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

### **(Information for the school and appropriate authority)**

- Leaders and teachers have worked very effectively to plan a coherent curriculum in many subjects, including science, history and geography. In other subjects,

these plans are less well-developed. Curriculum developments need to be rolled out fully so that a high-quality curriculum is in place across all subjects.

- Leaders and teachers have adopted a more focused approach to phonics teaching. However, there remain inconsistencies in the implementation of the phonics programme. This is particularly so for some pupils who struggle with their reading and need to catch up with their peers.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	107904
<b>Local authority</b>	Leeds
<b>Inspection number</b>	10110559
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	598
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Vicky Crane
<b>Headteacher</b>	Sarah Parkinson
<b>Website</b>	<a href="http://www.gledhow.leeds.sch.uk">www.gledhow.leeds.sch.uk</a>
<b>Date of previous inspection</b>	14–15 June 2017

## Information about this school

- The school provides special provision for pupils with speech, language and communication needs.
- The proportion of pupils who speak English as an additional language has increased since the previous inspection.

## Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We held several discussions and carried out lesson visits with the headteacher, deputy headteacher and assistant headteachers.
- We looked in detail into the curriculum in English, mathematics, science, personal, social and health education and geography. Inspectors talked to leaders and teachers about their curriculum plans. We also talked to pupils about what they knew and remembered in these subjects. Inspectors also looked at pupils' work.
- We talked to five members of the governing body, including the chair, to find out how they supported and challenged school leaders. We also met the school improvement partner from the local authority to find out her views of the school.

- We checked safeguarding arrangements. We looked at the school's work to make staff and pupils aware of safeguarding issues. We also looked at safeguarding records to see how concerns over pupils' safety were recorded and followed up.

### **Inspection team**

Malcolm Kirtley, lead inspector

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Christine Turner

Ofsted Inspector

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