

Inspection of Glenaire Primary School

Thompson Lane, Baildon, Shipley, West Yorkshire BD17 7LY

Inspection dates:

19–20 November 2019

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Early years provision

Requires improvement

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this school?

Leaders have not improved the curriculum quickly enough since the last inspection. Some of the reasons for this were beyond their control. Over the past year, some senior staff were off school for a long time. Governors asked different people to lead the school then. Some of these leaders were more successful than others.

Governors thought that leaders from the Footprints Federation were making a real difference when they were helping the school. Consequently, governors asked if Glenaire Primary could join the federation permanently. This happened in April 2019. Teachers are starting to expect more from pupils now.

Pupils were excited to tell us about their learning. Older pupils particularly enjoy all the different types of dance styles that they learn in physical education (PE) lessons. We noticed how well pupils behave in lessons. Leaders told us that they had tackled improving pupils' behaviour first. Leaders have done this successfully on the whole.

Some pupils used to behave badly in lessons. This does not happen now. Pupils feel much happier at school now that learning is not disrupted by poor behaviour. However, although bullying is rare, some pupils are still occasionally unkind to others. This makes those pupils feel sad.

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

Leaders know that the progress they have made since the last inspection is not good enough. Key stage 2 outcomes have continued to fall. The experienced senior leaders within the federation know exactly what to do to improve the curriculum. They are working quickly with the headteacher to make up for lost time. Leaders want every child to do as well as they can.

Some older pupils have gaps in their knowledge and understanding of mathematics. For example, too many older pupils cannot remember how to work out the area and perimeter of simple shapes. Leaders have not made sure that pupils revisit knowledge and skills in mathematics once they have been taught. Pupils are not practising often enough to help them remember how to work things out. Leaders have very recently changed the mathematics curriculum to improve this. Teachers are enjoying all the new mathematics training opportunities that they are getting now. However, teachers' subject knowledge is still not good enough.

The teaching of early reading and phonics is generally effective now. However, because it was not good enough in the past, too many pupils in Year 2 and Year 3 still cannot read well enough for their age. Leaders have been trying different things to help these pupils catch up. Leaders have not checked carefully enough that the things they are trying are working.

There are some new books that are well matched to pupils' knowledge and include words that they can read. However, lots of the 'banded' books do not match the

sounds that pupils know, so they cannot read them. For pupils who struggle to read, the sequence of books that teachers give pupils does not show a clear progression in phonics knowledge. Pupils do not have enough opportunities to practise. Pupils are asked to read aloud books at school and at home that contain words they cannot sound out. This means that they guess at unfamiliar words. This is not helping to build pupils' fluency and confidence.

The special educational needs coordinator (SENCo) makes sure that pupils with special educational need and/or disabilities (SEND) get the extra help that they need. Most pupils with SEND are doing well now. One parent thanked the school for 'an extraordinarily high level of nurture and support which is enabling our daughter to thrive'.

The curriculum is not good enough to help pupils understand faiths or beliefs that are different to their own. Some pupils are not tolerant of other things, such as different types of families. A few pupils are unkind to others. Most pupils know the difference between right and wrong. They are offended by some of the things that they hear some pupils say to others. Leaders are determined to stop all forms of bullying and intolerance.

There are positive relationships between staff, children, parents and carers in the early years. Children are happy. Staff are caring and kind. In 2019, too many children left the Reception Year not able to read as well as they should for their age. Phonics teaching started straight away this September and children are developing a love of reading. Leaders link learning to stories wherever they can. Leaders are now thinking about how they can make the space, including the outdoor classroom, an even more interesting place that excites children about learning.

Safeguarding

The arrangements for safeguarding are effective.

All staff know how to recognise the signs that pupils may be at risk. Staff report concerns straight away. Senior leaders talk to each other to make sure that they are taking the right action to keep pupils safe. Leaders work closely with parents and social care to keep pupils safe. Pupils know how to keep themselves safe and who to ask for help. Governors check to make sure that leaders are doing things properly. Safeguarding leaders from the federation have led training and shared new ideas to help make things even better.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum is not planned coherently to ensure that pupils remember subject content in the long term. Teachers do not check pupils' understanding well enough to effectively close the gaps in pupils' knowledge. Leaders must improve the curriculum by continuing to increase teachers' subject and pedagogical

knowledge. Leaders should also make sure that teachers know how to teach specific subjects clearly and effectively.

- Too many pupils are reading well below age-related expectations and they are not catching up quickly. Leaders should monitor and evaluate more closely the impact of the strategies that they have chosen to help pupils catch up, in order to check that these interventions are working.
- Pupils who are reading below age-related expectations are given 'banded' books that they cannot read both at school and at home. This is hindering pupils' progress, fluency and confidence. Leaders should ensure that reading books are well matched to pupils' phonics skills and knowledge. Leaders should ensure that pupils are given sufficient practise reading these books at home and at school.
- National curriculum mathematical content is not embedded in pupils' memories. As a result, pupils lack rapid and accurate recall of times tables, mathematical facts and calculation strategies. Leaders should ensure that teachers plan sufficient opportunities to revisit previous learning in mathematical knowledge, content and procedures.
- A small proportion of pupils show a lack of tolerance and respect for others. Leaders should promote equality and diversity more effectively to help pupils understand, appreciate and respect differences in others. Leaders should make sure that all teachers are following the behaviour and anti-bullying policies to maximise the impact on pupils' behaviour and reduce bullying.

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

Unique reference number	107280
Local authority	Bradford
Inspection number	10110553
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	210
Appropriate authority	The governing body
Chair of governing body	Pam Freeman
Headteacher	Jo Wilkinson
Website	www.glenaireprimary.co.uk
Date of previous inspection	4–5 July 2017

Information about this school

- Glenaire Primary joined the Footprints Federation of community schools on 30 April 2019.

Information about this inspection

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

- We met the headteacher, the deputy headteacher, the SENCo, the early years leader and subject leaders for reading, mathematics, history and PE. Some subject leaders were leading from within the school, and others were subject leaders from the Footprints Federation team.
- We evaluated a wide range of documentation, including the school's curriculum and improvement plans, pupil premium and sport premium records, and minutes of meetings of the governing body. We reviewed reports of monitoring visits written by representatives from Bradford Local Authority.
- We met four governors, including the chair of the federation governing body, and the senior strategic leader for the federation. We also met a representative of Bradford Local Authority.
- We met a newly qualified teacher to discuss induction, training and support. We

spoke to staff who were supervising pupils at lunchtime. We met two staff who maintain records of recruitment checks and training records. We met safeguarding leaders and reviewed documentation linked to safeguarding. We also evaluated a sample of education, health and care plans.

- We selected four subjects for closer scrutiny. These subjects were reading, mathematics, history and PE. We spoke to pupils about their learning and heard pupils read. We visited lessons and discussed pupils' work with curriculum leaders. We discussed pupils' learning with teachers following visits to their lessons.
- We considered the views of several parents who arrived before school with their children, along with the 14 responses to Ofsted's Parent View survey. We reviewed the 19 staff responses to Ofsted's survey of their views.
- There were no responses to the pupil survey.

Inspection team

Tracey Ralph, lead inspector

Her Majesty's Inspector

Richard Knowles

Ofsted Inspector

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