

Inspection of a good school: Guiseley Primary School

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

Inspection dates:

13 and 14 June 2023

Outcome

Guiseley Primary School continues to be a good school.

What is it like to attend this school?

Pupils are proud to belong to this happy and welcoming school. The school motto 'together we learn, together we grow, together we achieve' guides their daily lives. Parents enjoy being part of the school community. They describe the school as 'caring and nurturing'.

Leaders set high expectations for pupils to learn and behave. Pupils understand these expectations. They follow the 'rainbow code' which stands for 'respect, achieve, inclusion, nurture, belong, outstanding, whole'. These are the values leaders and staff want pupils to live by. Pupils work hard and cooperate with others. Pupils enjoy school. Bullying is rare. Pupils say it is because they 'grow up together and have strong friendships'. They know how to share a worry. Pupils can choose a trusted adult who will sort out problems quickly.

Leaders provide a range of sports, art and crafts, and performing arts clubs. Pupils enjoy attending these clubs. At breaktime and lunchtime, pupils play team games or other structured activities. They know activity helps them to stay healthy.

Pupils enjoy taking on extra responsibilities. For example, pupils can become classroom monitors, food ambassadors, eco-warriors or join the school council. They play an active role in decision-making. For example, pupils helped to design the new markings on the playground surface. These are to indicate playing areas for sports activities and other games.

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

Leaders have developed a broad curriculum. Subject leaders have thought carefully about what pupils should learn. Leaders identify how pupils' knowledge and skills build from Nursery to Year 6. Teachers use their strong subject knowledge to present and explain information clearly to pupils. As a result, most pupils develop a secure understanding of important knowledge. They also develop the vocabulary to help them to explain what

they know. Teachers identify misconceptions quickly. Teachers adapt their teaching to clarify any misunderstanding. They revisit important knowledge so that pupils remember it.

Leaders introduced a new phonics scheme at the start of the year. They invested in staff training so they could deliver the programme. Teachers explain the content confidently. They follow routines and take pupils through each step carefully. However, weaker readers who accessed the previous scheme have gaps in their phonics knowledge. This means they struggle to read with confidence when they meet unfamiliar words. Pupils know reading is important. They talk about the books they read together. Teachers ensure pupils read books from different authors, including quality texts. The weekly visit to the school library, to choose a book to read for pleasure, is highly prized by pupils.

Leaders are ambitious for pupils with special educational needs and/or disabilities (SEND). They access the same curriculum as their peers. Leaders identify pupils' needs clearly. Teachers adapt their teaching to help pupils with SEND learn well. However, these strategies have not been reviewed regularly to check how effective they are. This means that some strategies might no longer be fit for purpose.

Children in early years get off to a strong start. Leaders have designed an effective curriculum. Staff guide pupils through their learning. For example, the activities teachers set help children explore numbers and language in different ways. Adults encourage children to use the new words they learn. This helps them to remember important vocabulary. Pupils are well prepared for the next stage of learning.

Pupils display positive attitudes to learning. They behave well in lessons, so learning is not disrupted. They follow clear routines. Pupils know what is expected of them. For example, they return to learning after breaktimes in a calm manner.

Leaders have a strong programme for personal development. The personal, social and health education curriculum is a strength of the school. Pupils value the assemblies and discussions. They know topics they cover prepare them for life beyond the school. They learn about equality, difference and respect. They can talk about ways to show respect to others. Pupils learn about fundamental British values. They describe it as being 'like Britain's rainbow code that we have in school'. They know it is important to follow the code. Pupils say they 'welcome all people and treat them fairly'. They learn about different cultures. They know why people from different backgrounds came to live in their local area. The visits to different places of worship help them to understand more about the religions they study.

During the inspection, Year 6 pupils went on a residential visit to try out new outdoor activities. There are many opportunities for pupils, including pupils with SEND, to develop their talents and interests. For instance, some pupils play musical instruments in the 'sound circus' orchestra or sing in the choir for elderly residents in a local care home. Leaders also offer pupils the chance to do Ju Jitsu and skateboarding.

Staff are proud to work at the school. They are a close team. Colleagues help each other, for example, with planning. Leaders are mindful of workload and well-being. Staff say

leaders are approachable and the school is well led. Governors perform their duties well. They provide strong support for leaders and hold them to account effectively.

Safeguarding

The arrangements for safeguarding are effective.

Governors and leaders ensure safeguarding is a priority. All adults who work with pupils are vetted to check they are safe to be around children. Regular training updates help adults to identify children who might be at risk of harm. Staff know pupils well and spot any changes in behaviour or mood quickly. Leaders take swift action to safeguard pupils. Records are detailed. Leaders work with external professionals and families to support pupils.

Leaders make sure that pupils learn how to stay safe. For example, pupils learn about online safety. They confidently explain the risks and what to do if they have a concern.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Historically, the teaching of phonics was not as effective as it is now. This means that some older pupils have gaps in their phonic knowledge. They do not have the skills to tackle unfamiliar words. Leaders should ensure staff identify any gaps in pupils' knowledge so that weaker readers catch up quickly.
- The strategies for pupils with SEND are not reviewed regularly. This means leaders are unsure whether the strategies used are effective. Leaders must ensure there is greater precision in the assessment of needs and the identification of strategies, using advice from experts, to further enhance learning for pupils with SEND.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in March 2018.

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 information from Ofsted Parent View 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.

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	107809
Local authority	Leeds
Inspection number	10269241
Type of school	Primary
School category	Foundation
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	446
Appropriate authority	The governing body
Chair of governing body	Anne Kearsley
Headteacher	Fiona Wharton
Website	www.guiseleyprimary.org
Date of previous inspection	21 and 22 March 2018, under section 5 of the Education Act 2005

Information about this school

- Since the last inspection, there has been a change of leadership. The current headteacher took up her post on 31 October 2022.
- The school is part of the Aireborough Learning Partnership Trust, a network of local schools in the Aireborough region.
- The proportion of disadvantaged pupils is below the national average.
- The proportion of pupils with SEND is below the national average.
- The school runs a breakfast and after-school club called 'Sunrise and Sunset'.
- The school does not use alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector reviewed documents provided by the school, including the self-evaluation and development plans.

- The inspector held meetings with the headteacher, the deputy headteacher and members of the local governing body.
- The inspector met with the special educational needs coordinator, who took up her post at the start of the summer term.
- The inspector reviewed safeguarding documentation and records for behaviour and attendance.
- The inspector carried out deep dives in these subjects: reading, mathematics and geography. For each deep dive, the inspector discussed curriculum plans with the subject leaders, visited sample lessons, spoke to teachers, looked at samples of pupils' work and spoke to some pupils about their learning.
- The inspector heard pupils read to a familiar adult.
- The inspector observed pupils' behaviour throughout the day, including at lessons and breaktime.
- The inspector talked to pupils about their school. There were no responses to the pupil survey.
- The inspector considered the responses received from Ofsted's staff survey and met with staff who carried out different roles across the school.
- The inspector reviewed the responses to Ofsted's online survey, Ofsted Parent View, which included free-text comments.

Inspection team

Louise Greatrex, lead inspector

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023