

Inspection of a school judged good for overall effectiveness before September 2024: Guiseley School

Fieldhead Road, Guiseley, Leeds, West Yorkshire LS20 8DT

Inspection dates:

5 and 6 November 2024

Outcome

Guiseley School has taken effective action to maintain the standards identified at the previous inspection.

What is it like to attend this school?

Pupils enjoy coming to this school. They feel at home in its respectful and kind culture. All pupils follow the same broad curriculum. This includes those with special educational needs and/or disabilities (SEND). Pupils respond well to leaders' high expectations. Pupils are ambitious about their own futures and enthusiastic about their learning.

Teachers make sure that lessons are well designed and follow the curriculum plan. They consistently use school-wide strategies, such as 'Focus-5', so that pupils know what to expect in lessons. Pupils and students in the sixth form achieve well across most subjects.

Pupils want to do well. They take pride in their work and behave consistently well in lessons. Pupils' behaviour is excellent. Pupils are polite and courteous towards each other and with visitors. They know that staff look after them well and care about them as individuals.

Staff provide a wide range of enrichment activities and encourage pupils to get actively involved. This also includes opportunities for pupils to build their leadership skills and help others. Sixth-form students help younger pupils with their reading and volunteer to provide in-class support across the curriculum.

Pupils and students told inspectors how much they valued leaders' commitment to making everyone feel valued.

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

The school has a curriculum that is well designed and ambitious. Pupils study a wide range of subjects. Leaders consider all pupils' needs, including disadvantaged pupils and

pupils with SEND. As a result, most pupils and students in the sixth form make good progress through the curriculum. This is because their teachers ensure that lessons build up knowledge over time.

Teachers' subject knowledge is good. The school has put a detailed programme of professional development in place. This helps teachers to improve the lessons that they teach. The school provides expert support and guidance, and opportunities, to share good practice. Leaders consider teachers' workload and have put in support to reduce unnecessary administration.

Staff are ambitious for pupils with SEND. Leaders identify pupils' additional needs quickly. Pupils with SEND benefit from a range of additional help, including specialist support from external agencies.

Teachers check pupils' learning to ensure that pupils have understood what they are learning. Teachers use this information to plan the next steps of learning. However, some teachers do not ensure that pupils use their advice about how to improve their knowledge well enough. Pupils do not always know what they need to do to improve.

Reading is now prioritised across the school. Leaders have identified essential vocabulary that pupils need to learn. The new approaches to reading are helping pupils read more confidently. Specialist teaching for the weakest readers helps these pupils develop their reading skills. Increased opportunities to strengthen reading across the curriculum are required. This will help pupils learn subject vocabulary and develop good reading habits.

Pupils' behaviour in lessons is excellent. There is a clear understanding of what leaders expect, and pupils want to succeed. They concentrate well and take pride in their work. Disruption to learning is rare. Pupils are polite towards each other and conduct themselves sensibly when moving around the school.

In the sixth form, most students achieve well in a broad range of subjects and are well prepared for their next steps. After sixth form, high proportions of students enter further education, employment or training successfully. Sixth-form students feel exceptionally well supported by their teachers.

All pupils and students across the school benefit from personal development provision that is noteworthy. This helps them to develop a strong understanding of how to keep healthy and safe, including age-appropriate advice about sex and relationships. Pupils and students understand what 'being Guiseley' means and how they should behave both in school and in the wider community.

The extra-curricular opportunities that leaders provide to broaden pupils' and students' wider development are a strength of the school. Leaders ensure that pupils and students receive useful careers information, advice and guidance. Across all year groups, pupils and students have the opportunity to engage with meaningful experiences of the world of work. They value these opportunities.

Leaders are ambitious to ensure that the school is inclusive and that there is a wide range of experiences for every pupil. Staff feel well supported by leaders. Leaders and governors have a clear vision for the school. Governors are knowledgeable about the school. They understand the current strengths and weaknesses. They bring a wide range of skills and experience to support leaders and hold them to account.

Staff said that they feel lucky to be part of such a special school community. They feel valued and supported. They are proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Sometimes teachers are not clear enough with the advice they give to pupils to improve their work. Pupils do not understand how to act on the guidance they receive. Leaders need to ensure that pupils receive, and act on feedback, in a way that helps them know what they need to do next.
- Leaders are aware that many pupils do not read fluently enough and widely enough, either in academic subjects or for pleasure on entry to the school. Strategies to improve reading fluency have been introduced but are at an early stage. Leaders should consider how all teachers ensure that all pupils read in their lessons and at home for pleasure.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection 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 for overall effectiveness in September 2019.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	108085
Local authority	Leeds
Inspection number	10346227
Type of school	Secondary
School category	Foundation
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1,428
Of which, number on roll in the sixth form	243
Appropriate authority	The governing body
Chair of governing body	Sharon Thandi
Headteacher	Paul Clayton
Website	www.guiseleyschool.org.uk
Dates of previous inspection	24 and 25 September 2019, under section 5 of the Education Act 2005

Information about this school

- The school is a member of the Aireborough Learning Partnership, a foundation trust of eight schools.
- The school currently uses one registered alternative provision.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors spoke with the headteacher and other senior leaders. The inspectors also met representatives from the governing body and the local authority.
- Inspectors visited a sample of lessons across all key stages, spoke to pupils about their learning and looked at samples of pupils' work.
- Inspectors spoke to leaders about the provision for pupils with SEND.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered a range of documentation provided by the school. This included the school's self-evaluation, published information about pupils' performance and minutes of governors' meetings.
- Inspectors considered responses to the Ofsted Parent View questionnaire, including free-text responses. They also took account of the responses to the staff and pupil surveys and gathered the views of parents, staff and pupils throughout the inspection.
- Inspectors observed pupils' behaviour at break and lunchtimes.

Inspection team

Tudor Griffiths, lead inspector	Ofsted Inspector
Yvonne Bootman	Ofsted Inspector
Richard Crane	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 2024