

Inspection of Glaisdale Primary School

Glaisdale, Whitby, North Yorkshire YO21 2PZ

Inspection dates:	19 and 20 November 2024
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The executive headteacher of this school is Oliver Cooper. This school is part of Yorkshire Endeavour Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Christina Zanelli, and overseen by a board of trustees, chaired by Mathew Brown.

Ofsted has not previously inspected Glaisdale Primary School under section 5 of the Education Act 2005. However, Ofsted previously judged Glaisdale Primary School to be outstanding for overall effectiveness, before it opened as an academy. Since September 2024, schools have not been awarded an overall effectiveness grade.

What is it like to attend this school?

This is a small school with big ambitions for all of its pupils. The school provides pupils with an exceptional quality of education and a breadth of opportunities. It has high expectations of all pupils. Pupils produce work to a consistently high standard. They enjoy learning because lessons are interesting. Consequently, pupils, including those with special educational needs and/or disabilities (SEND), achieve very well.

Pupils behave extremely well in class and around school. They demonstrate a mature attitude to their studies. Pupils value the diverse range of experiences the school routinely offers. Current pupils attend at least one extra-curricular activity. This contributes to supporting pupils' broader development. At breakfast club, pupils enjoy taking part in activities, including yoga and baking. Pupils embrace new and adventurous sports such as orienteering, beak scrambling and archery. They proudly represent their school in events and competitions.

Staff, pupils, parents and carers speak overwhelmingly positively about the school. They are proud to be part of its community. The school plays an active role in village life. Pupils contribute positively to the area in which they live. Recent events include producing artwork for remembrance commemorations and planting trees in a 'Memory Wood'.

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

The school has coherently designed the curriculum. It has ensured that the order in which pupils experience new learning is logical. This helps pupils to learn important knowledge and skills. As they progress through the school, pupils develop an increasingly sophisticated understanding of subjects across the curriculum.

The school and the trust provide staff with high-quality training in how to teach the curriculum. Teachers have strong subject knowledge. They teach with confidence. Teachers provide work for pupils that aligns with the school's expectations for individual year groups. They successfully enable pupils, in mixed-age classes, to learn at an age-appropriate level. Adults provide frequent opportunities for children in Reception Year to explore their learning, including through play. For example, during the inspection, these children enjoyed creating, and talking about, the patterns they made in the snow. Adults enable children to develop their language. They support children well to use vocabulary that helps them describe what they are learning. Teachers make sure that pupils with SEND are appropriately supported. Staff know pupils extremely well. Pupils' needs are met effectively.

Children start to learn phonics from the beginning of Reception Year. Over time, pupils become increasingly confident in segmenting and blending words. The books pupils read match the sounds they know and have learned. Teachers address errors and misconceptions swiftly. The school regularly checks the sounds that pupils have learned and remembered. It ensures that pupils keep up with the expectations of the school's phonics scheme. Pupils benefit from timely support in phonics lessons to address gaps in their learning. The school provides regular opportunities for pupils across the school to

read and enjoy stories and poetry. Through these, they encounter different forms of texts. This helps pupils to develop their language and vocabulary.

Pupils demonstrate high standards of behaviour consistently. They are polite and respectful to adults and other pupils. The school's four rules help guide pupils in how to behave. Pupils know what is expected of them. They play harmoniously with each other at breaktimes and lunchtimes. This contributes to the school's calm atmosphere. The school has ensured that pupils' attendance is a high priority. Pupils attend school regularly.

The school has established a coherent and purposeful offer to support pupils' personal development. It provides regular opportunities for pupils to reflect on what it means to be a responsible person. Pupils develop an age-appropriate understanding of the protected characteristics. One pupil told an inspector that these 'support people not to be left out'. The school has identified a range of experiences, or 'oaths', that pupils will complete during their time at the school. These enable pupils to learn about people, places and cultures beyond the school's immediate locality. Pupils also benefit from regularly participating in 'Moors School'. Through this, the school helps pupils deepen their knowledge and appreciation of the area in which they live. Pupils learn, and understand, how to look after the environment and identify the plants in the local area. The school regularly teaches pupils how to keep themselves safe in this rural setting.

Leaders, including those responsible for governance, have an accurate view of the school. They remain focused on providing all pupils with a consistently high standard of education. The school and trust check that actions taken to develop the school do not negatively impact staff workload. Strong partnerships with schools in the trust provide collaborative opportunities to develop the curriculum. This helps to support staff career aspirations while contributing to the school's vision to be an educational 'beacon on the moors'.

Safeguarding

The arrangements for safeguarding are effective.

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	144678
Local authority	North Yorkshire
Inspection number	10346698
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	25
Appropriate authority	Board of trustees
Chair of trust	Mathew Brown
CEO of the trust	Christina Zanelli
Headteacher	Oliver Cooper (Executive Headteacher)
Website	www.glaisdaleprimaryschool.co.uk/
Date of previous inspection	Not previously inspected

Information about this school

- The executive headteacher is also responsible for Castleton Primary School.
- The local governing board oversees Castleton Primary School and Glaisdale Primary School.
- The school runs its own breakfast club.
- There are two classes at the school. The 'Explorers' class is for Reception Year and Years 1 and 2. The 'Adventurers' class is for Years 3 to 6.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given

an overall effectiveness grade.

- 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. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors spoke to the executive headteacher and interim head of school.
- Inspectors carried out deep dives in these subjects: early reading, art and design and physical education. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also discussed the curriculum in some other subjects.
- To evaluate the effectiveness of safeguarding, 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.
- The lead inspector held separate meetings with representatives from the local governing board, the chief executive officer and a representative from the board of trustees.
- Inspectors spoke to parents at the beginning of the school day. They considered responses to the online survey, Ofsted Parent View. Inspectors also took into consideration the online staff and pupil surveys.

Inspection team

Matthew Harrington, lead inspector

His Majesty's Inspector

Chris Connor

Ofsted Inspector

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