



# Gledhow Primary School

## Inspection Report

**Unique Reference Number** 107904  
**LEA** Leeds  
**Inspection number** 277864  
**Inspection dates** 12 June 2006 to 13 June 2006  
**Reporting inspector** Mr Bob Thompson CfBT Lead Inspector

This inspection was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary	<b>School address</b>	Lidgett Lane
<b>School category</b>	Community		Leeds
<b>Age range of pupils</b>	3 to 11		West Yorkshire LS8 1PL
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0113 293 0392
<b>Number on roll</b>	485	<b>Fax number</b>	0113 293 0300
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr A O'Connell
<b>Date of previous inspection</b>	22 January 2001	<b>Headteacher</b>	Mr S Archer

<b>Age group</b>	<b>Inspection dates</b>	<b>Inspection number</b>
3 to 11	12 June 2006 - 13 June 2006	277864

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This is a large primary school situated in the north east of Leeds. Half of pupils are from a White British heritage, the other half comprise a wide range of ethnic groups, the largest being Asian British, Pakistani and white and black Caribbean. The proportion of pupils entitled to free school meals is below the national average and those with statements of special educational need is above average. A high percentage of pupils speak English as a second language. Attainment on entry to the school is below national expectation. The school has attained the Healthy Schools Award, the Artsmark, Investors in People and Investors in Pupils.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

This is a good school with many outstanding features, a judgement which matches the school's own view. Overall, the leadership and management of the school are good. The outstanding headteacher leads an effective team who are committed to working for the benefit of all the pupils. A comment from the parental questionnaires typifies the parental views, 'A fully inclusive school, encompassing many cultures. The huge commitment of all staff shows in the standards of work produced by the children and the progress they make'. Good quality provision in the Foundation Stage ensures the children have a good start to their schooling. All pupils make good progress throughout the school and reach standards that are above average by the end of Year 6. In mathematics, standards at the end of Year 6 are exceptionally high. Even though all pupils make good progress, the school recognises that higher attaining pupils could do more. This is especially so in mathematics for the younger pupils, and in English for the older pupils. The good quality of teaching and learning and a good, relevant curriculum encourage the pupils to behave very well and be confident, responsible learners so that they achieve well. The school takes outstanding care of the pupils, and academic guidance and support ensure the pupils feel safe and know exactly what they need to do to improve their work. Consequently, parents have a high regard for the school and the education it provides. Governance is good and the skills and expertise of the governors are used to challenge and support the school as it moves forward. The school has improved well since the last inspection and has good capacity to improve further. It provides good value for money.

### What the school should do to improve further

- Provide more challenge in mathematics lessons for higher attaining pupils in Years 1 and 2.
- Provide more challenge in English lessons for higher attaining pupils in Years 3 to 6.

## Achievement and standards

### Grade: 2

When they start school, children's basic skills are below those found nationally. They make good progress overall, in English, mathematics and science, so that by the time they reach the end of Year 6 they achieve standards which are above the national average. Challenging targets are set, and achieved, with standards in mathematics exceptionally high. This prepares pupils very well for their future, both in education and life. Although all pupils achieve well, the school recognises that the higher attaining pupils could do more. This is especially so in mathematics for the younger pupils and in English for the older pupils. Good strategies have been put in place to iron out differences in performance. The achievement of different groups, such as those with learning difficulties and/or disabilities and those for whom English is an additional language has been well analysed and appropriate work is provided for all in lessons.

Because of the sensitive support provided for these pupils they gain in self-confidence and this is significant in helping them to achieve well. Currently, the performance of more able pupils is being targeted for further improvement.

## **Personal development and well-being**

### **Grade: 1**

The school is very successful in promoting pupils' personal development and well-being. The pupils' personal and social skills improve consistently throughout the school. This means that, by Year 6, pupils are responsible and confident, showing very positive attitudes to their work and school. They speak politely to visitors, generally get on very well together, and work hard in lessons. There are few incidents of bullying or racism, and pupils trust their teachers and other adults to deal with them fairly and swiftly.

Pupils' spiritual, moral, social and cultural development is outstanding. The pupils take account of the feelings of others, and quickly come to understand the difference between right and wrong. The school councillors are very active and enthusiastic in representing the views of their classmates, taking their responsibilities very seriously. They are currently engaged in a project to improve the playground, and are weighing up the options open to them. The Healthy Schools Award is helping to raise pupils' awareness of a healthy lifestyle. The many different cultures represented in the school are drawn on very well to provide a wide variety of cultural experiences, enriching the curriculum.

Children say that they enjoy school, and feel safe and very well cared for. They enjoy their lessons and the excellent range of other activities provided. This contributes to attendance figures, which are consistently above the national average. The learning mentor has helped to improve the attendance of the small minority of pupils who do not attend regularly enough.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching is consistently good overall, with examples of outstanding practice. As a result, pupils learn well and make good progress. Improving basic skills of literacy and numeracy are high priority and, where appropriate, are developed in other subjects. All teachers use a variety of interesting activities to engage pupils and good use is made of interactive whiteboards. Tasks are matched well to pupils' different abilities. There are well established routines and praise is used effectively to create a positive, secure ethos where pupils achieve well. Teachers have good subject knowledge and challenge pupils' thinking through good question and answer sessions. Support staff make a very positive contribution to pupils' progress. Teachers have worked hard to provide a bright and stimulating environment and references to displays help pupils make progress. Teaching in the Foundation Stage is consistently good. As a result,

children make good progress. Marking is good; teachers celebrate pupils' achievements and give effective guidance on how to improve. Regular assessments in mathematics and English are rigorous and accurate and enhance the quality of teaching and learning and the progress pupils make. The school recognises the need to provide more challenge in lessons for the higher attaining pupils in mathematics and writing.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good. It meets statutory requirements and provides well for pupils' different needs and cultural identity. Effective links between curriculum areas support pupils' personal development. Provision for pupils with learning difficulties and/or disabilities is excellent. Individual plans for these pupils are precise, targets are regularly reviewed and skilled support staff are deployed effectively. However, the school recognises the need for more challenge for the highest attaining pupils. Personal, social and health education and citizenship (PSHCE) lie at the heart of the curriculum. They provide practical support to pupils and are making a valuable contribution to their health and well-being. Good links with the local and wider community have led to innovative learning opportunities. For example, a city trail provided opportunities for pupils to understand how places change over time. Pupils enjoy the skills and qualities brought by many visitors to the school and take part in a variety of educational visits, including residential visits in Years 5 and 6. The Foundation Stage curriculum is good. Well planned activities ensure that children make an effective start to their schooling.

## **Care, guidance and support**

### **Grade: 1**

Care, guidance and support are outstanding. Procedures for child protection are effective and understood by all adults in the school, and designated staff deal with issues sensitively. Thorough checks are made on adults who work with the pupils. Vulnerable pupils or those at risk are quickly identified and provided with excellent support. The school works very effectively with a wide range of outside agencies, alongside its own skilled staff, to support all pupils when necessary. Health and safety are taken very seriously and risk assessments are meticulously carried out and recorded. The school provides a safe and welcoming environment for learning. Thorough induction procedures make sure that children settle into school with ease and the school does all it can to prepare the pupils for their move to a new class and on to secondary education. Support and guidance for pupils' academic progress are exemplary. The school uses data extremely effectively to identify areas for development, inform its priorities for teaching and learning and track individual pupils' progress towards their targets.

## Leadership and management

### Grade: 2

Leadership and management are good. In a relatively short period of time, the headteacher has built up a high performing team of governors, staff and parents to support his vision of a fully inclusive school where every child matters and this is developing well. The leadership of the headteacher is outstanding. Rigorous self-evaluation, including feedback from parents and pupils, results in good quality information which gives an accurate view of how well the school is performing. This information is used effectively to identify correct priorities for development, such as improving the standards reached by higher attaining pupils. Performance management is well embedded in the school and is linked effectively to the school improvement plan and staff professional development. Effective action is taken to tackle areas identified as needing development. The coordination, monitoring and evaluation of the core subjects are good and this good practice extends across all subjects. Governors are very knowledgeable about the school. Through their reflective discussions about all aspects of the school's work they provide a very good balance of challenge and support, and are quick to act as critical friends when required. The headteacher and the school are held in high esteem by the parents, as shown by a comment on a questionnaire - 'An excellent school, fully inclusive, supportive and welcoming at all times'. The school has improved well since the last inspection and is well placed to improve further. Key factors in this are the knowledge and enthusiasm of staff and their teamwork, working together for the greatest benefit of the pupils. This is why standards are continuing to rise across the school.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	1	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

As you know, I recently visited you to find out how well your school is helping you with your learning.

Thank you for being so friendly and willing to talk to me. It was useful to know what you think about your school. I did enjoy having lunch with you and listening to some good advice on 'healthy eating' and how much you enjoyed your clubs in school.

These are the many things I think are outstanding about your school.

- The good progress you make in your work and the enthusiasm you have for all your activities in school and your clubs.
- How well your headteacher and teachers know you so that they can plan exciting activities and lessons that will challenge you to improve even more.
- Your parents are happy with the school and all it does for you.
- Your behaviour is excellent and you are learning to be safe and have healthy lifestyles.

I have asked your headteacher and teachers to improve a few things to make your school even better.

These are:

- to help younger girls and boys achieve even higher standards in mathematics;
- to help older boys and girls achieve better in English.