

Guiseley Infant and Nursery School

Inspection report

Unique Reference Number	107809
Local Authority	Leeds
Inspection number	309508
Inspection date	18 March 2008
Reporting inspector	Roger Gill

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

Type of school	Primary
School category	Community
Age range of pupils	3-7
Gender of pupils	Mixed
Number on roll	
School	256
Appropriate authority	The governing body
Chair	Mr Knight
Headteacher	Mrs Bell
Date of previous school inspection	27 September 2004
School address	Oxford Road Guiseley Leeds West Yorkshire LS20 9DA
Telephone number	01943 873359
Fax number	01943 873031

Age group	3-7
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Introduction

The inspection was carried out by two Additional Inspectors.

The inspector evaluated the overall effectiveness of the school and investigated the following issues: pupils' achievement; the way that leadership and management have improved the quality of teaching; and curriculum provision. Evidence was gathered from: the school's judgements about attainment on entry; test results; teachers' records; observations of teaching; scrutiny of pupils' current work; and discussions with the headteacher, staff, pupils and governors. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified and these have been included where appropriate in this report.

Description of the school

This average-sized school is situated in a relatively advantaged area. It has a low proportion of children who receive free school meals, are learning English as an additional language or have a learning difficulty and/or disability. There are more boys in school than girls. Attainment on entry to the Nursery is in line with that expected nationally for the children's age. Since the school was last inspected in September 2004, a new headteacher has been appointed. The headteacher has only worked in post for 18 months owing to extended sick leave. Since September 2007, several new teachers have been appointed after a lengthy period of staffing stability. A Children's Centre is about to open on the school's site; much of the preparation for it has been completed.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory school which is improving quickly, especially now that the headteacher is back in post. It is the headteacher's drive and determination that have galvanised staff and governors in pursuit of better academic achievement. There are good features of the school, notably in pupils' personal development and a recently reinvigorated curriculum. The precise and influential school self-evaluation, a close working relationship with parents and links with the local community help to maintain these good features.

Pupils' achievement is satisfactory. Teaching is satisfactory in its overall effect on pupils' progress, but where there are good aspects these are promoting faster progress in some areas of the school. This has been assisted by the appointment and induction of new staff, which has been managed well to capitalise on their fresh ideas. This has helped all staff in speeding up pupils' progress. For example, in Year 2, sharing the purpose of lessons with pupils and encouraging them to judge how well they are doing, is also speeding up their progress. This greater responsibility is making some pupils learn at a faster rate. However, there are some lessons in which pupils are more passive partners in the process of learning because objectives and targets are not discussed often enough.

Children enjoy school a lot. They love helping out by being 'playground pals' or school council members, for example. Older pupils are very proud when they eat their lunch in a newly equipped room off the main dining hall, which has been painted with a space theme mural. This makes them feel special, which is a tribute to the sensitive care and support they receive. Learning has recently become more fun because the curriculum has been re-planned to emphasise play and hands-on activities. These changes appeal greatly to boys, but also advantage girls. Children behave sensibly in class and around school, so that they all feel safe. They know all about eating healthily, taking exercise and drinking enough water. Older pupils sound very knowledgeable when talking about these matters.

Standards by the end of Year 2 are average in reading, writing and mathematics. The school knows that pupils could reach higher standards; its plans for development are geared towards this end. There are already signs of improvement. Standards are rising in reading owing to the successful implementation of the new national advice of teaching letters and their sounds. In mathematics and writing, some pupils' progress is improving faster than others because teaching in some classes is better at setting them challenging targets through discussion and marking. Elsewhere, pupils have objectives to aim at, but these are not linked closely enough to the criteria which show how pupils could move up to the next level in their learning. As a result, the quality of care, guidance and support is satisfactory overall rather than good, as the general level of care would suggest.

Since the last inspection, governors, members of the leadership team and subject leaders have all become far more involved in making plans, improving resources and gathering information about what goes on in the school. They have identified the need to improve the use of that information to evaluate the use of resources and the impact of their plans to raise the levels of pupils' achievement. There has not been time, since the return of the headteacher, to fulfil this ambition; it remains an important area for development. However, the improvements in reading; the curriculum; teaching in some classes; and in shared leadership all demonstrate the school's good capacity to continue with its improvements. The prevailing opinion among parents is that this is a successful school, which is improving all the time. A typical comment such as,

'The school fosters an atmosphere where children are valued and learn to value others,' demonstrates how the school is well regarded in the community.

Effectiveness of the Foundation Stage

Grade: 3

Children make satisfactory progress and attain in line with national expectations at the end of their Reception year. This sound achievement is beginning to improve due to changes put in place this year. Sound leadership from the deputy headteacher is beginning to make a difference to the organisation and management of learning. The provision for outside play in the Nursery, for example, has become more demanding on children's physical skills and their imaginations. Staff work closely with parents to devise an appropriate programme of activities for children. Sound teaching is being improved to include more frequent direct teaching of children individually and in small groups. Teaching is now satisfactory with good features in these respects. The assessment of children's learning is adequate but the school knows that not enough close observation of learning takes place. However, staff are already working hard to improve this aspect of their practice.

What the school should do to improve further

- Increase pupils' rate of progress and raise standards, particularly in writing and mathematics to match the current progress in reading.
- Improve teachers' marking and target setting to make all pupils more aware of, and involved in, their next steps in learning.
- Develop the responsibility for evaluating pupils' learning and the work of the school in governors, the leadership team and subject leaders.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	3

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Inspection of Guiseley Infant and Nursery School, Leeds, LS20 9DA

Thank you for your help when inspectors visited your school. We thoroughly enjoyed our day with you all.

You go to a satisfactory school, but one that is improving fast. It is obvious how much you enjoy school, because the children who spoke to us were brimming over with stories about the school council, playground pals and the way adults are so kind and helpful. We also thought the children who talked to us about their learning were very confident - well done to you all. You find lessons interesting and we saw several that we particularly enjoyed. For example, the lively phonics lessons in Year 1, the history lesson in Year 2 in which children were sketching old objects and the Easter egg hunt in Reception. The best bits were when teachers explained what the lesson was about and then, later, got you to talk about how well you were doing.

Your headteacher is eager to make Guiseley Infant and Nursery School a good or outstanding one. She knows what needs to be done and she has made sure that all the adults do so as well. We know that your parents are pleased with the school. They realise that things are getting better quickly.

I am suggesting three things for your school to do, so that it can become even better. Your teachers should help you to improve what you can do by the end of Year 2, particularly in writing and mathematics because your reading is already coming on well due to the new phonics lessons. Also, your teachers need to find more ways to make sure you all know how well you have done in your learning and what you need to do next. Lastly, your teachers and governors need to take a more active part in finding out how well you are doing and what needs to be improved. Then they can all help your headteacher see whether you and the school have done as well as possible by the end of each year.