

# Glaisdale Primary School

## Inspection report

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<b>Unique Reference Number</b>	121294
<b>Local Authority</b>	North Yorkshire
<b>Inspection number</b>	313936
<b>Inspection date</b>	4 October 2007
<b>Reporting inspector</b>	Bernard Jones

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4-11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	32
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Ian Pearce
<b>Headteacher</b>	Mrs Marilyn Thorp
<b>Date of previous school inspection</b>	29 September 2003
<b>School address</b>	Glaisdale Whitby North Yorkshire YO21 2PZ
<b>Telephone number</b>	01947 897218
<b>Fax number</b>	-

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## Introduction

The inspection was carried out by one Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues: achievement and standards, teaching and learning, personal development and well-being, care, guidance and support, leadership and management. Evidence was gathered from lesson observations, the scrutiny of pupils' work, assessment data and documents. In addition, interviews were held with pupils, parents, members of the governing body and the headteacher. Other aspects of the school's work were not investigated in detail, but no evidence was found to suggest that the school's self-evaluation was not accurate.

## Description of the school

This is a smaller than average village school. Nearly all pupils are White British. Pupils come from a wide range of backgrounds, but there are no pupils claiming a free school meal. The number of pupils with learning difficulties and/or disabilities varies each year, but currently the proportion is below average. Pupils are organised into two mixed-age classes, taught by four teachers, including the headteacher, two of whom are part-time.

The school holds the Basic Skills Quality Mark, two School Achievement Awards, the Special Educational Needs Quality Mark and the Gold Artsmark.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

This is an outstanding school and gives excellent value for money. Staff know the pupils very well and the potential of each individual is fully realised. Parents are very pleased with the school and praise the dedication and commitment of the teachers. They appreciate that the school makes a real impact upon their children's all-round development, not just their academic progress, and that pupils are helped to mature and are made ready for their secondary education.

Pupils' personal development is excellent. Pupils have very positive attitudes and the school emphasises the need for every child to be happy and to succeed. Attendance is above average. Pupils come to school regularly because they enjoy school life, revel in their achievement in lessons and are keen to take part in the many and various activities the school offers. Pupils' spiritual, moral, social and cultural development are excellent because of the school's focus on developing all-round mature individuals. Pupils' behaviour is excellent and pupils make significant contributions in school and to the wider community. They take very seriously the responsibilities they are given. For example, older pupils help younger children during breaks and lunchtimes and the school council operates effectively. Pupils develop above average basic skills in literacy, numeracy and information and communication technology, which provide a very secure basis for their future economic well-being. They gain an outstanding knowledge of how to look after themselves and subscribe fully to the emphasis the school places on living healthy lifestyles and staying safe. Pupils become mature, sensible and thoughtful learners. They are well equipped to make decisions for themselves because the school places great store on their personal development.

Pupils receive outstanding pastoral care and guidance. All groups, including those with learning difficulties and/or disabilities, receive high quality academic guidance that provides a solid platform for the outstanding progress they make. Great care is taken to safeguard pupils. Well-planned teaching, particularly in personal, social, health and citizenship education, develops in pupils a concern for others and a very clear understanding of safe practices, for example in science and physical education. Pupils say that they feel safe and very well cared for.

The school is rightly proud of its excellent curriculum. It provides a range of rich experiences underpinned by a firm curriculum to teach the basic skills, as reflected in the external awards it has achieved. These are further enhanced by extra activities, for example in sport, music and by a good number of educational visits and visitors to the school. Children enjoy these extra activities and the residential experiences that are available to older pupils. The school's partnerships with other local schools and the local and wider community are very strong and further extend opportunities for pupils. The curriculum is used very effectively to support pupils' personal development. For example, a carefully planned focus on multi-ethnic issues adds interest and deepens their knowledge and appreciation of different faiths and traditions in society.

Pupils make outstanding progress across the age range. As a result, standards build from a level that is typical for their ages on entry to the Foundation Stage, to well above average both at the end of Year 2 and Year 6. The overall support provided for pupils with widely differing needs ensures excellent progress by all groups. Standards in English, mathematics and science are significantly above average with the vast majority of pupils attaining high levels in Year 6. Past weaknesses in writing at Key Stage 1 have been successfully tackled and pupils now make excellent progress in this area too. Standards in science are particularly high because teachers'

planning taps into pupils' natural curiosity. Practical investigative work is used very effectively to harness this curiosity and channel it to help pupils learn about the world in which they live. Pupils develop a real enthusiasm for the subject and will, for example, happily and knowledgeably debate whether an experiment reflects a fair test.

The quality of teaching is outstanding. Very positive relationships between teachers and pupils help to engender the excellent relationships that exist between pupils. A feature of the high quality teaching is the very effective way that teachers plan and prepare their work to meet the differing needs of pupils in the mixed-age classes. Teachers' comprehensive knowledge of the progress made by each pupil underpins this planning process. Teaching assistants make a very positive contribution, particularly in helping the lower attainers to fulfil their potential. Because pupils are presented with stimulating work tailored to their needs, they enjoy their lessons, behave very well and revel in their achievement. Teaching is demanding of pupils and learning proceeds at a challenging pace. Pupils are made to think hard and work out problems for themselves, and when they cannot they are encouraged to work with others. There is often a buzz of working noise as pupils collaborate in their learning. Accurate assessments of pupils' attainment form the basis for challenging targets, which are generally met. Assessments are also used very effectively to check progress so that pupils know how well they are doing and what they need to do to improve further. Teachers use homework effectively, particularly to develop pupils' basic literacy and numeracy skills. They mark work conscientiously, encourage pupils by acknowledging their good efforts, and help them to progress further.

The outstanding quality of leadership and management stems from the exceedingly clear educational direction and impetus set by the headteacher, with good support from the governing body. Governors in general work hard and some are able to gain first-hand experience from regular contact with the day-to-day life of the school. This ensures their good knowledge of strengths and weaknesses so that they can challenge as well as support the senior leadership. Very good links are established with parents and carers. The school's self-evaluation is accurate and staff and governors know what they need to do to improve further and are keen to do so. The monitoring of standards and the quality of teaching and learning is regular and rigorous. On the basis of such evaluations, staff share success in their teaching in a relentless drive to raise standards. Whole-school planning is undertaken conscientiously and is detailed and appropriate to the school's stage of development. The school's success in maintaining well above average standards and its very positive response to the last inspection report demonstrate excellent capacity to improve further.

## **Effectiveness of the Foundation Stage**

### **Grade: 1**

Children, regardless of their starting points, make rapid progress in the Reception class and by the time they join Year 1 they attain standards higher than expected for their ages and are fully ready for more formal learning. This is because arrangements in the Reception class are excellent. All staff concerned know and understand the needs of young children very well and plan work to stimulate children across all areas of their development. The charting of children's progress is also managed and used very effectively to check that they fulfil their potential. Children learn to behave very well and to get on well with others because they spend much of their day with older pupils and learn much from them. This also helps in their acquiring good language skills in order to communicate. Children are provided with and gain a great deal from first-hand experience and play, which supports their all-round development very well. They learn to use basic numbers effectively and gain a deeper understanding of the world around

them. The play element of their daily experience enables them to develop physically and creatively, as well as ensuring much enjoyment in learning.

### **What the school should do to improve further**

- The school is very clear on what it needs to do to improve its already high quality provision. It is very well placed to carry out its plans and there are no issues of significance for further improvement.

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## Annex A

## 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?	1
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?	1
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	1

### Achievement and standards

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

### Personal development and well-being

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

### The quality of provision

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

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	2
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 Glaisdale Primary School, Glaisdale, Whitby, North Yorkshire, YO21 2PZ

Thank you for being so helpful and friendly to me when I visited your excellent school. I found it interesting to talk with you in the playground and listen to some of you telling me about your school life. I thoroughly enjoyed seeing you and your teachers at work in your classrooms and reading the work you have produced. Please thank your parents and carers for all their letters.

You make excellent progress in your learning and achieve very good standards of work overall, and you do particularly well in science. You obviously very much enjoy coming to school and feel safe and secure. I was very impressed by the way older pupils in the playground care for those who are younger. Your behaviour is excellent and you can be trusted to get on with your work while your teacher helps other groups. You obviously enjoy having the many visitors who come to Glaisdale and you are very welcoming and polite. You take a good level of pride in your school and liven up the classrooms and corridors with interesting and attractive displays of your work. You take responsibility very well and your teachers help you to develop into exceedingly mature young people, who consider others. You told me that you really like and admire your teachers and that you feel they bring out the best in you. They certainly do!

It is usual after an inspection to ask schools to improve some things. However, because the school is so very good and so very well led by your headteacher, your teachers already know very clearly what else needs to be done and have plans in place in order to improve further.