

# Gledhow Primary School

## Inspection report

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|--------------------------------|----------------|
| <b>Unique Reference Number</b> | 107904         |
| <b>Local Authority</b>         | Leeds          |
| <b>Inspection number</b>       | 324672         |
| <b>Inspection dates</b>        | 19–20 May 2009 |
| <b>Reporting inspector</b>     | Clive Petts    |

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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| <b>Type of school</b>  | Primary  |
| <b>School category</b>   | Community  |
| <b>Age range of pupils</b>   | 3–11   |
| <b>Gender of pupils</b>  | Mixed  |
| <b>Number on roll</b>  |  |
| School (total)   | 501  |
| Government funded early education provision for children aged 3 to the end of the EYFS | 0  |
| Childcare provision for children aged 0 to 3 years                                     | 0  |
| <b>Appropriate authority</b>   | The governing body                                 |
| <b>Chair</b>   | Dr John Willott                                    |
| <b>Headteacher</b>   | Mr S Archer  |
| <b>Date of previous school inspection</b>  | 12 June 2006                                       |
| <b>Date of previous funded early education inspection</b>                              | Not previously inspected                           |
| <b>Date of previous childcare inspection</b>   | Not previously inspected                           |
| <b>School address</b>  | Lidgett Lane<br>Leeds<br>West Yorkshire<br>LS8 1PL |
| <b>Telephone number</b>  | 0113 293 0392                                      |
| <b>Fax number</b>  | 0113 293 0300                                      |

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|--------------------------|----------------|
| <b>Age group</b>         | 3–11           |
| <b>Inspection dates</b>  | 19–20 May 2009 |
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## Introduction

The inspection was carried out by three additional inspectors.

## Description of the school

Gledhow is a large primary school situated in the north-east outskirts of Leeds. The area contains pockets of social and economic disadvantage. A little over half of the pupils are from a White British heritage with the remainder from a wide range of minority ethnic groups. An average number of pupils are entitled to a free school meal. The proportion of pupils with learning difficulties and/or disabilities is close to average with a broadly average number of pupils with a statement of special educational need. The school hosts a local authority speech and language unit. Provision for the Early Years Foundation Stage currently comprises Nursery and Reception prefabricated classrooms. The construction of a new purpose built Reception facility is due to be completed in July 2009. There is a Nursery and Out of School club on site, managed by private providers, which did not form part of this inspection but were inspected at the same time by a different inspector. The reports for the Happy Times Nursery and the Candystripe Out of School Club can be found on the Ofsted website.

## 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 which has an exceptional capacity to sustain the significant improvements it has made since the last inspection. The outstanding headteacher sets the tone with his vision, warmth, energy and enthusiasm. He is ably supported by an extremely strong and talented team of staff who provide lively and interesting learning activities. The high achievement and the excellent quality of pastoral care and personal development contribute to the school's outstanding success in promoting fairness and eliminating intolerance. As a result the school enjoys the trust, support and confidence of families. A parent comment sums up their views, 'The school has a positive atmosphere which encourages differences and praises achievement.'

Inspiring teaching together with a stimulating curriculum deftly tailored to meet needs and interests ensures that pupils achieve exceptionally well. From starting points that are below what is typical for their age on entry, pupils reach standards that are consistently above average by the end of Year 6. Highly effective intervention and support boosts confidence and self-esteem which enables pupils from all backgrounds to make equal progress. Those at an early stage of learning English as an additional language and those with learning difficulties and/or disabilities progress as well as their classmates. The proportion of pupils who achieve above average levels is very high, especially in English and mathematics. Probing questioning, which is extremely well matched to individual abilities, helps the pupils to consider problems and speculate on possible solutions. Imaginative approaches to learning enable all pupils to achieve as well as they possibly can and first-hand learning adds to their enjoyment.

Pupils are happy to come to school because staff make life enjoyable and learning fun. As a result they thrive in a lively, friendly atmosphere. High quality care and guidance add to the school's success in promoting equality and eliminating prejudice. Pupils' exemplary behaviour reflects their positive commitment to working hard. They know how to stay safe and are keenly aware of the benefits of keeping fit and selecting a balanced diet. Cultures and beliefs are shared and celebrated giving them a valuable insight in to the wider world.

The leadership and management of the school are outstanding. The school enjoys the full support of parents who appreciate the high quality of care and education their children receive. Excellent partnerships with specialist agencies, local authority services, community organisations and local schools make a substantial contribution to the school's success. Governors play a full part, through their innovative approaches, to provide a valued resource that successfully meets community needs. Inspectors agree with the confidence of senior leaders that the school can continue to build upon the many improvements it has made. Altogether, this ensures that the school offers excellent value for money.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

On arrival, children's overall skills are below what is typical for their age. As a result of the inclusive nature of the school, an above average proportion of children have learning difficulties and/or disabilities. A significant number are at the early stages of learning English as an additional language. Excellent relationships with parents ensure staff are alert to children's individual needs. This helps them settle happily, confidently and quickly into routines in interesting classrooms. Staff spare no effort to ensure that no child is left out of any activity.

Consequently, all children get off to an extremely good start and thrive. Staff keep a close eye on all activities to make sure all abilities and interests are met. This provides an extremely firm foundation for their personal development. By the end of Reception all children have made at least good progress to achieve levels beyond that expected for their age. All activity has a strong focus on speaking and listening, dialogue with adults and first hand learning.

Opportunities are created, particularly through imaginative role-play in Nursery, to broaden communication skills. For example, children observe the builders on site and then manage their own building site outside. The very effective bilingual support quickly builds up early confidence and vocabulary for those new to English. However, outdoor learning in Reception is less well developed and opportunities are lost for children to explore and investigate the world around them. As a result, skills acquired in their learning are sometimes not fully practised and developed outside. Systematic observations and assessments ensure that staff are aware of what has been achieved and what each child needs to do next. Consequently, transition from Reception into Year 1 is seamless. This well led and managed provision promotes children's welfare well making sure that children feel safe, calm and relaxed.

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

- Improve the quality of outdoor learning for Early Years Foundation Stage children.

## **Achievement and standards**

### **Grade: 1**

From starting points that are below what is typical, especially in their communication and language skills, pupils achieve exceptionally well throughout the school. Standards at the end of Year 6 in 2008 were consistently above average in English, mathematics and science. Nearly all pupils reached their challenging targets with a significant number exceeding them. This represents excellent progress since the last inspection in addressing underperformance among higher attaining pupils. School tracking information points to current Year 6 pupils reaching equally high standards with very similar proportions on line to reach higher levels in English, science and mathematics. Those with learning difficulties and/or disabilities make similar progress because they receive high quality support and intervention. Pupils learning English as an additional language rapidly and confidently grasp the necessary language skills. In Years 1 and 2 a strong focus on speaking and listening skills enables continuous progress to be made by these pupils while their knowledge and understanding is consolidated.

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

### **Grade: 1**

The outstanding spiritual, moral, social and cultural development, which provides a strong focus on mutual respect, bolsters the excellent personal development. Pupils really do enjoy school and this is reflected in their very good attendance. The pupil comment, 'We can socialise without falling out.' typifies their mature and caring attitudes. At breakfast and lunchtime older pupils set a super example to young pupils by their sensitive and thoughtful attitudes. Pupils appreciate and value the 'Always Club' which rewards reliable behaviour. Assemblies provide valuable opportunities for reflection, for example, raising the pupils' awareness of difference, and an understanding of their responsibility to others. There is an extremely strong sense of belonging in daily life. School council members talk with great satisfaction about their active role in improving the school. Pupils have a very good understanding of how they fit into their diverse world. This includes visiting the local church, a mosque and exchanges with their partner school

in Durban, South Africa. Excellent basic skills, confidence and independence prepare them remarkably well for the next stage in their school life.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

The inspiring and thought provoking teaching enables pupils to make rapid progress and achieve exceptionally well. All staff have high expectations of pupils and they work doggedly to remove any barriers to progress. Pupils make wide-ranging contributions to classroom discussions because staff know how to grab their attention and ensure their contributions are always valued. Classrooms are bright and interesting places to learn. The achievement of pupils is boosted because questioning challenges their thinking and probes their understanding. Well timed interventions by highly skilled support staff provide extra support for those who need it. There is a relentless focus on speaking and listening and no opportunities are missed to explore ideas and identify solutions. Accomplished use of computer interactive technology adds to the variety and visual impact of approaches. The checking of pupils' progress is extremely thorough. All work is regularly and positively marked and the next steps carefully matched to their needs, abilities and talents.

### **Curriculum and other activities**

#### **Grade: 1**

The excellent curriculum captures the enthusiasm of pupils to learn because it provides them with a wide range of rich, differentiated and varied first-hand learning. This includes residential events, artistic, cultural and sporting experiences. Life experiences are enriched by a wide variety of visitors, for example, Zulu dancers, and parents contributing during the Black history month. Community cultures and faiths are shared which add to the pupils' respect for difference. Links and themes across the curriculum make learning more meaningful to pupils, for example, using plants and animals in the local environment to inspire the writing of a 'blurb'. Learning is carefully and imaginatively designed to meet the needs of pupils with learning difficulties and/or disabilities and those learning English as an additional language. Aspirations and self-esteem are successfully raised, for example, through the Kids@Uni initiative, which gives families the chance to visit a local university. Provision for personal development is highly effective, particularly its impact on pupils' self-belief and thinking skills. Strong emphasis is placed on managing the use of the internet as an effective but safe learning tool.

### **Care, guidance and support**

#### **Grade: 1**

The remarkable level of care for the welfare and well-being of pupils is apparent throughout the school. Parents express complete trust in the staff. The safeguarding of pupils meets current government requirements. The training of staff for the safe management of the health, safety and protection of pupils is routine, for example, regular e-safety training to help staff and parents manage the safe use of the internet. Staff quickly identify the pupils' social and emotional needs and provide them with high quality support and guidance. Excellent partnership work with a range of agencies provides additional specialist support, for example, for sensory impairment. This adds to the inclusive practice, especially for those pupils with disabilities. Pupils who require greater challenge or more help are accurately spotted because staff checking

is so thorough. Pupils know exactly how they can improve their work and regularly set their own success criteria and targets in lessons.

## **Leadership and management**

### **Grade: 1**

An explicit vision, effective teamwork and a shared commitment to provide high quality education lies at the heart of the schools sustained improvement over the last few years. The headteacher shrewdly supported by senior leaders successfully nurtures the skills of a talented team of staff. All are clear about their roles and the direction in which they are going. Re-structuring since the last inspection has greatly strengthened middle management, adding even more vigour to the drive maintaining improvement. Robust monitoring ensures that targets for improvement are challenging. Much harmony exists in the school and with the local community as a result of the excellent promotion of equality and diversity. This demonstrates just how successfully the school evaluates its work and promotes cohesion across a wide range of cultural and ethnic groups. As a result pupils are exceptionally well prepared for their life in a diverse world. Governors, senior leaders and staff all have an accurate view of just how well the school is doing and what to do next, for example, preparing to exploit the potential of the very soon to be completed new Reception facilities.

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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 |
|---|----------------|

### 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 capacity to make any necessary improvements   | 1   |

### Effectiveness of the Early Years Foundation Stage

|   |   |
|---|---|
| How effective is the provision in meeting the needs of children in the EYFS?              | 2 |
| How well do children in the EYFS achieve?   | 2 |
| How good are the overall personal development and well-being of the children in the EYFS? | 1 |
| How effectively are children in the EYFS helped to learn and develop?                     | 2 |
| How effectively is the welfare of children in the EYFS promoted?                          | 2 |
| How effectively is provision in the EYFS led and managed?                                 | 2 |

### 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/or disabilities make progress                           | 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.

## Personal development and well-being

|   |   |
|---|---|
| <b>How good are the overall personal development and well-being of the learners?</b>                          | 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 |
| The extent to which 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

|  |   |
|--|---|
| <b>How effective are teaching and learning in meeting the full range of learners' needs?</b>       | 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 |

## 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 eliminated   | 1   |
| How well does the school contribute to community cohesion?   | 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  | 1   |
| 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  |

**Annex B****Text from letter to pupils explaining the findings of the inspection**

Inspection of Gledhow Primary School, Leeds, LS8 1PL

We thoroughly enjoyed our inspection of your school and appreciated your friendly and polite welcome. We were impressed by the very happy family atmosphere and your great enthusiasm in lessons to achieve high standards. We enjoyed talking to the school council and seeing how much you enjoy your lessons, playtimes and being with your friends during after-school clubs. You go to an outstanding school. These are some of the exceptional things about your school.

- You are taught extremely well and receive excellent care, support and guidance.
- You make excellent progress and your achievement is outstanding especially in English and mathematics.
- Your behaviour is exemplary. We were really impressed with your considerate attitudes and how really well you got on with one another regardless of age or background.
- Your great enjoyment of the many interesting activities, including the breakfast and other clubs.
- Your school's leaders are determined to sustain the improvements they have made since the last inspection so that everybody can achieve highly.
- You are exceptionally well looked after and the staff work tirelessly to make certain that all pupils are included.
- Your parents are delighted with your progress in school.

We have asked your school to improve your education even more by improving the quality of outdoor learning for Reception children. You all have an important part to play helping your school to improve. You can play your part by continuing to attend regularly and working as hard as you can. This will make sure you continue to achieve high standards.

Thank you for helping with this inspection. I hope the school will keep on building on its strengths.