

Glusburn Community Primary School

Colne Road, Glusburn, Keighley, West Yorkshire, BD20 8PJ

Inspection dates 17–18 March 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The headteacher is well supported by other leaders. Together they are focused on high quality teaching which results in good and improving achievement for pupils.
- Governors are rigorous and efficient in carrying out their duties and responsibilities. They are well focused on supporting and challenging the school in order to improve teaching and pupils' learning.
- Parents are highly supportive of the school. They hold the school in high esteem.
- A lively and exciting range of activities enthuses pupils and supports their enjoyment of learning. Pupils benefit from a wide range of sporting activities; their physical well-being and team spirit are promoted well.
- Pupils are enthusiastic and keen to attend school. As a result, attendance is above average. The school is a safe and happy place in which to learn.
- Pupils are polite, well-mannered and behave sensibly in lessons and around school. They have positive attitudes to learning and want to do well.
- Teachers have high expectations and plan work that is at the right level of difficulty for different groups of pupils.
- Teachers and teaching assistants build strong relationships with pupils. This helps to create a positive atmosphere where pupils are happy and willing to learn.
- From their various starting points pupils' progress across the school in reading, writing and mathematics is good, including the progress of those with special educational needs.
- The school's work in the early years ensures that children are introduced to learning in a happy and friendly environment and so they make good progress in all areas of learning.

It is not yet an outstanding school because

- Pupils' handwriting is not always of the highest standard.
- Pupils do not regularly use a wide range of vocabulary to ensure that their writing is always interesting to read.
- Pupils have few opportunities to practise and improve their mathematical skills in different subjects.
- The early years outdoor area does not provide children with the same opportunities as they have in the classroom to practise their reading, writing and mathematical skills.
- Information about children's learning in the early years is not sharp enough for leaders to quickly and easily gain a full picture of children's progress.

Information about this inspection

- The inspectors observed 13 teachers and visited 19 lessons, two of which were observed jointly with the headteacher and deputy headteacher.
- Discussions were held with the headteacher, staff, pupils, parents and governors.
- The inspectors observed break time and talked regularly with pupils as they moved around school.
- The inspectors scrutinised pupils' work and listened to pupils read.
- A wide range of the school's documentation was studied, including procedures for tracking pupils' progress, safeguarding arrangements, the school development plan and pupils' work in their books.
- The inspectors took account of responses to the school's most recent questionnaire for parents alongside 101 responses from the online questionnaire (Parent View).
- The inspectors analysed 35 questionnaires completed by staff.

Inspection team

Sue Sharkey, Lead inspector	Additional Inspector
Robert Pye	Additional Inspector
Jennifer Firth	Additional Inspector

Full report

Information about this school

- Glusburn Community Primary School is larger than the average-sized primary school.
- Almost all pupils are of White British heritage. Very few pupils are from minority ethnic backgrounds.
- The proportion of disabled pupils and those who have special educational needs is below the national average.
- The proportion of disadvantaged pupils supported by the pupil premium is below the national average. (The pupil premium is additional government funding to support those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority.)
- The school meets the government's current floor standards, which are the minimum expectations for attainment and progress in English and mathematics by the end of Year 6.
- The school offers a flexible time for children in the Nursery class with full-time education provided for Reception-aged children.
- The school has been awarded the Inclusive Quality Mark, UNICEF Rights Respecting Schools and Sing Up Gold awards.

What does the school need to do to improve further?

- Improve teaching to outstanding overall in order to raise achievement by making sure that:
 - pupils' handwriting is always of the highest quality
 - pupils use a wide range of vocabulary to add interest and meaning to their writing
 - skills pupils learn in mathematics are further developed through problem-solving activities in other subjects.
- Improve the quality of teaching in the early years by:
 - developing the outdoor area in order to provide the same quality of activities and resources as indoors so that children experience a wider range of opportunities to improve their reading, writing and mathematics further
 - refining the wealth of information that is collected on the progress of individual children so that staff can quickly see a clear picture of how children are doing in all areas of learning.

Inspection judgements

The leadership and management are good

- The headteacher is well supported by the deputy headteacher and other members of the leadership team. Along with staff and governors they are all united in their ambition for the school to continue to improve. Teamwork is strong. Everyone's contribution is valued and morale is high.
- Subject leaders make a good contribution to the improvement made across the school, especially in English and mathematics. They regularly check on teaching and pupils' progress shown in their books, as well as through termly assessments. Leaders are pleased that a recent initiative to improve mathematics for Year 6 pupils is extremely popular as most Year 6 pupils now attend a mathematics breakfast club at 8am once a week. This is already having a positive impact on pupils' progress in mathematics.
- While staff are tackling improvements in mathematics across the school, teaching is good but not yet outstanding.
- Additional funding to support the learning of disadvantaged pupils has been used wisely, as shown in their good progress. This illustrates the school's success in promoting equal opportunities for all pupils.
- Targets for teachers are used well to support the school's development priorities and are linked closely to staff training and teachers' salary awards. Leaders are pleased that recent training with other schools to improve the teaching of phonics (letters and the sounds they represent) further is already succeeding and improving reading for pupils in Year 1 and Year 2.
- The school has strong relationships with parents and all parents who spoke to inspectors were very pleased with the school and the progress their children are making. Good relations are also promoted successfully and discrimination is not tolerated in school. Consequently, pupils have positive attitudes towards each other.
- The local authority has a good partnership with the school and it has recently worked closely with staff to assist in improving standards in mathematics. The school has welcomed this support as well as the opportunities to work with other local schools.
- The curriculum promotes good progress in English and mathematics. It is enriched with a good number of clubs and visits which help to bring subjects to life as well as promoting pupils' spiritual, moral, social and cultural development well. Sport and music are promoted very well. For example, there are opportunities for pupils to learn to play the ukulele as well as a variety of other musical instruments. During the inspection pupils in Years 3 and 4 were rehearsing for a musical performance to parents. The school ensures that pupils have opportunities to engage with other pupils from schools locally and further afield to help raise their awareness of different pupils' needs and experiences. This helps to equip pupils for their future life in Britain.
- The extra sports funding has been spent effectively on improving teachers' subject knowledge and providing a wider range of sporting activities to attract pupils' different interests. Pupils can now take part in zumba, rugby, street dance as well as football and dodge ball. The positive impact is seen in pupils' enthusiasm and increased participation in physical activities as well as school teams that are becoming increasingly more successful in competitive events.
- **The governance of the school:**
 - Governors know the school very well, including how well different groups of pupils are doing. They are kept well informed by the headteacher but also have clear systems for checking things for themselves. They analyse data and other information well so that they have an accurate knowledge of the school's performance. Governors visit lessons regularly, look at pupils' books, talk to pupils and rigorously check their progress. The governing body provides good levels of support and challenge to make sure the school continues to improve and checks the impact of spending well. For example, governors monitor the use of pupil premium funding through checking the effect on eligible pupils' progress. They know the school is improving the quality of teaching and they support the headteacher in tackling any underperformance. Governors are aware of the links that teachers' pay awards have with the quality of teaching. Governors complete a comprehensive safeguarding audit. They ensure that all staff, including themselves, receive good and up to date training to keep pupils safe. Governors check that safeguarding meets statutory requirements.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. They are courteous and polite around school. Pupils play well together

and support one another. During lunchtime break some pupils take on responsibilities as play leaders. This is valued by other pupils, who enjoy and appreciate the games that the play leaders organise for them.

- Attendance is above average and pupils are keen to attend school.
- Pupils generally present their work in books well but there are occasions when pupils forget to ensure that their work is always neat and tidy.
- Relationships are good. Pupils respect adults and listen carefully to the views of others. They show kindness and consideration to one another.
- Pupils are very willing to take on responsibilities. As well as play leaders and anti-bullying ambassadors pupils are keen to join teams, for example the UNICEF, Fairtrade or Eco teams. These groups carry out different roles in the school including organising fund-raising and the importance of recycling or passing on favourite recipes. Pupils carry out responsibilities with pride and confidence.

Safety

- The school's work to keep pupils safe and secure is good. Pupils say they feel safe because there are cameras outside the school building, gates and doors are locked and staff are always watching carefully. The vast majority of parents who responded to Parent View say their children are happy in school and are well looked after.
- Pupils are taught about the dangers of bullying and are aware of its different forms, and say bullying in school is rare. Anti-bullying ambassadors play a key role and wear badges so that other pupils can identify them.
- Pupils are confident that they can raise any concerns they have with adults. A worry box is available so that if pupils have a problem they can post their thoughts in writing knowing that it will be dealt with quickly and sensitively.
- Pupils support each other well and groups of pupils help others become aware of how to cope in an emergency.

The quality of teaching

is good

- Teachers have high expectations and good subject knowledge. Lessons planned are well suited to the different needs of pupils so that pupils are fully engaged in their learning. Equipment and other resources including information technology are also readily available to help support pupils' learning.
- During a Year 4 lesson pupils were working in pairs and using computers to create their first PowerPoint presentation to show to others. They were carefully ticking off their checklist as they took and downloaded photographs, created slides and inserted words. Pupils were proud of their work as well as their new skills.
- Teachers ask pupils questions regularly to check their understanding and help them move on in their learning. The questions also help to deepen pupils' knowledge and extend their language skills as teachers encourage full explanations.
- The work of teaching assistants is of a good quality. They work closely with pupils, often one-to-one, in the classroom and have a positive impact on their progress such as in mathematics. They are especially effective in supporting pupils with special educational needs to ensure they make good progress in lessons.
- The work in pupils' books shows that teachers create opportunities for pupils to write and read within a range of subjects and for different purposes. This is contributing well to the school's ongoing drive to raise standards in writing. However, pupils' writing does not regularly make full use of a wide range of vocabulary, for example descriptive words, to make their writing more exciting and interesting.
- Pupils' work is marked regularly and thoroughly. Teachers provide pupils with good feedback on how well they are doing and clear guidance on how to improve their work; however, they do not regularly check that pupils' handwriting is always of the best quality.

The achievement of pupils

is good

- The good progress made in the early years continues through Key Stages 1 and 2 in reading, writing and mathematics. Most parents who responded to Parent View agree.
- Phonics is now taught well. The proportion of pupils who reached the expected standard in the check made at the end of Year 1 in 2014 was below the national average. However, the school's focus on improving standards in phonics has resulted in the current pupils working at levels already close to the average. Pupils in Reception as well as those in Year 6 are enthusiastic readers and say they enjoy reading

both at home and school.

- The school has reliable systems for checking pupils' progress and it is clear from these records that pupils make good progress from their starting points. The proportion of pupils who attain the expected levels at the end of Year 2, especially in reading and mathematics, is in line with and sometimes above national averages.
- By the time pupils reach the end of Year 6 standards are usually average. In the 2014 national tests, standards in writing and mathematics were not as high as the national average but the school has put actions in place to rapidly address this dip. Work in pupils' books and during lessons, as well as the school's data on pupils' progress, indicate that pupils are now working closer to the national average in writing and mathematics.
- During a Year 5 and Year 6 mathematics lesson, pupils thoroughly enjoyed exploring the internal angles of triangles. The teacher reinforced what pupils had already learnt about different triangles before moving onto their own activities. Some pupils were working out angles from prepared drawings while other pupils folded triangular paper to create many internal angles. They rose to the challenge of working out the angles through discussions with a partner and by using what they had already learnt and knew. Although pupils learn and practise their mathematical skills regularly, they do not get enough opportunities to use and develop these skills through problem-solving activities in other subjects.
- The most-able pupils are enthusiastic learners and make good progress because work in lessons is planned carefully to give them the right level of challenge. In the 2014 national tests an above-average proportion of pupils made more than the progress expected of them in reading and an average proportion of pupils reached the higher Level 5 in reading and writing. The proportion of pupils who reached the higher level in mathematics was close to average.
- There are not enough disadvantaged pupils to comment in detail on their attainment compared with other pupils in school or against other pupils nationally. However, this group of pupils achieved as well as other pupils in school in reading and their attainment was higher than other pupils in school in writing. Support for these pupils includes good quality additional help from teaching assistants to ensure that they make good progress. In the 2014 Year 6 national tests, every pupil in this group made the progress expected of them in reading, writing and mathematics and a higher than average number did even better than this in reading.
- Disabled pupils and those who have special educational needs make good progress because teachers plan their work carefully and give extra support. This good progress reflects the school's success at promoting equal opportunities.

The early years provision

is good

- Children start school with skills and knowledge in some areas of development that are typical for their age. However, skills in reading, writing, speech and language as well as in mathematics are weaker than typically found. They achieve well from their starting points and make good progress so that a large proportion are ready to start Year 1.
- Children's behaviour is good. They take turns when playing games and are able to share toys. Children cooperate well with each other. This was seen during the inspection when outdoors three children were checking coins to see if they could find different ways to make 6p. They added the coins together as each one chose 1p or 2p until they made the correct totals.
- Children enjoy working and playing in the outdoor area. This is spacious and includes a garden. During the inspection children here enjoyed checking on their clipboard whenever they spotted a creepy crawly. Although the outdoors is well used it does not provide the same resources and opportunities for learning that children enjoy indoors, especially in helping them to develop their reading, writing and mathematics skills.
- Early reading is taught well and children use phonics successfully. When children read they blend the letter sounds well to say new and unfamiliar words. Children are beginning to understand humour in stories and use the pictures well to confirm what they have read. The Early Years leader has recently organised a phonics information evening for parents to enable them to support their children's reading at home further.
- Staff in the early years have a good partnership with parents. Parents who spoke to inspectors are pleased with what the Early Years classes offer and how well their children are doing. Adults make learning fun. For example, children thoroughly enjoyed working with a partner in a large group to play snap. Numbers written in different ways, spots or the numerical name were scattered on cards on the floor and children had to choose a number and find their partner who had the same number. Once they had found the

number, adults encouraged them to work out the total.

- The Early Years provision is led well and the leader is well supported by other teachers and the teaching assistants. They all work closely together to ensure children are well cared for and make good progress. The good teaching has a positive impact on the learning of all groups of children.
- Staff observe and check how well children are doing on a regular basis. They record their findings. However, these records are not organised well enough for leaders and staff to be able to quickly check the achievement of individual children so that they can easily analyse the achievement for the early years in different areas of learning.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	121447
Local authority	North Yorkshire
Inspection number	456120

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	334
Appropriate authority	The governing body
Chair	Mark Wheeler
Headteacher	Richard Hunt
Date of previous school inspection	23 May 2012
Telephone number	01535 632145
Fax number	01535 631108
Email address	headteacher@glusburn.n-yorks.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2014

