

Glasshouses Community Primary School

Address: Glasshouses, Harrogate, North Yorkshire, HG3 5QH

Unique reference number (URN): 121404

Inspection report: 19 May 2026

Exceptional	
Strong standard	● ●
Expected standard	● ● ● ●
Needs attention	
Urgent improvement	

✔ **Safeguarding standards met**

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Attendance and behaviour

Strong standard ●

Pupils' attendance, including for pupils with special educational needs and/or disabilities and disadvantaged pupils, is consistently above national averages. There is a strong sense of belonging at the school. Consequently, pupils enjoy coming to school. They understand that it is important to attend well. All staff play a key role in securing positive attendance. It is everyone's responsibility here. There are effective systems and procedures in place to ensure barriers to attendance are spotted quickly and that pupils and their families are supported well.

Pupils come to school prepared and eager to learn. There is a highly respectful culture across the school. Relationships between staff and pupils are warm and nurturing. Clear routines help all pupils to behave well. The school's high behaviour expectations are crystal clear to pupils, staff, parents and carers. Pupils show consistently high levels of kindness, courtesy and respect towards each other and towards staff. Bullying is uncommon. It is dealt with quickly and well by staff. Pupils from all year groups play exceptionally well together over breaktimes and lunchtimes. Older pupils are excellent role models for younger pupils. Pupils are highly committed to their learning and take pride in their work. Pupils across the school demonstrate impeccable manners.

Personal development and wellbeing

Strong standard ●

Leaders have designed a comprehensive personal development programme that meets the needs of all pupils. There are a myriad of activities to widen and develop pupils' interests and talents, including residential visits and a range of clubs. Leaders track pupils' participation closely to ensure that all pupils have the same opportunities. Leaders provide additional activities to support the needs of pupils with barriers, including to their wellbeing or engagement. Leaders place high importance on mental health and wellbeing. This is embedded across the curriculum. Leaders work with a range of outside organisations to deliver workshops and assemblies for pupils and their families.

Leaders ensure that the personal, social and health education curriculum is responsive to local and national risks. Pupils understand the potential issues they might face in their locality. They know how to keep themselves safe online and offline. Pupils show an impressive understanding of a range of topics, such as toxic relationships, misogyny, hate crimes and the dangers of fake news created by artificial intelligence.

Pupils develop a thorough grasp of the importance of fundamental British values. They enjoy learning about other faiths and cultures. They understand that some characteristics are protected by law. Pupils consistently show highly respectful and tolerant attitudes.

Every pupil is a leader at the school. Pupils relish the wide range of leadership roles available, such as being a happiness hero, a parliamentary leader, leading daily collective worship and becoming sports leaders. These roles help to develop pupils' confidence and resilience. Pupils are fully involved in the local community. They are rightly proud of the role they played in reducing the speed limit on the road outside the school. There are regular opportunities to engage in discussions with outside speakers, such as the local member of

parliament. As a result, pupils are confident to articulate and express their views and opinions.

Expected standard

Achievement

Expected standard 

Most pupils achieve outcomes in national tests that are close to national averages. This can fluctuate over time due to the small number of pupils. Year 4 pupils attain above national averages in the Year 4 multiplication times tables check. Pupils with special educational needs and/or disabilities make suitable progress from their starting points. Leaders make the teaching of essential knowledge in reading, writing and mathematics a priority from the early years onwards. The school's work to improve pupils' handwriting is beginning to have an impact. However, at times, teachers do not identify and address gaps in pupils' writing skills quickly and precisely enough. Pupils remember more of their learning, including subject-specific vocabulary. Sometimes, their knowledge is not as well developed as it could be.

Leaders make it a priority to develop pupils' enjoyment of reading from the early years onwards. Pupils are enthusiastic about reading and read regularly. When pupils struggle with reading they are supported to improve. Pupils are generally well prepared for the next stage of their education.

Curriculum and teaching

Expected standard 

Leaders have designed an ambitious curriculum that is adapted well to mixed-age teaching. They have carefully considered the most essential knowledge that pupils will learn, including subject-specific vocabulary. Leaders ensure that the curriculum is informed by the most up-to-date research. The curriculum is typically adapted well to meet the needs of pupils with special educational needs and/or disabilities and those pupils who have other barriers to learning. Typically, teachers demonstrate secure subject knowledge. They model new learning well.

Phonics is usually taught well. There are regular opportunities for pupils to develop their reading skills. Additional adults are deployed effectively. This includes in the early years, where there are purposeful interactions between children and adults. This helps children to develop their communication and language skills. Staff have a secure understanding of pupils' barriers to learning. There are increasing opportunities for pupils to revisit previous learning. This is helping pupils to remember more of the school's curriculum. At times, errors in pupils' handwriting are not addressed swiftly enough. Teachers check pupils' learning to identify misconceptions. Leaders continue to refine these checks to ensure pupils deepen their understanding of key concepts and themes across the wider curriculum.

Inclusion

Expected standard 

This is an inclusive and nurturing school. The proportion of pupils with special educational needs and/or disabilities (SEND) is higher than the national average. Staff receive regular training to ensure they understand the barriers faced by pupils, including those with SEND and pupils known, or previously known, to children's social care. This promotes the early identification of need, particularly in the early years when children join the school. In this small school, pupils' needs are known and staff quickly identify any additional needs well.

Typically, staff adapt teaching effectively to meet the needs of pupils. At times, support plans for pupils with SEND include actions that lack sufficient precision. When required, leaders draw on specialist advice and outside agency support. Pupils with SEND are fully involved in regular review meetings, together with their parents or carers. Pupils with SEND and disadvantaged pupils who may have barriers to learning and/or wellbeing are provided with additional enrichment activities to develop their confidence and resilience. A particular strength is the support provided for pupils' mental health and wellbeing.

Leaders use additional funding appropriately to ensure that disadvantaged pupils are fully involved in all that the school offers. Governors hold leaders to account effectively for the use of this funding.

Leadership and governance

Expected standard 

Leaders, including those responsible for governance, have an in-depth understanding of the context of the school. They know pupils' barriers well and work with a range of external agencies to support pupils and their families. Leaders make sure that the school is inclusive. Their actions are taken in the best interests of pupils. Leaders understand the school's strengths and areas for development. They make sure there are proper checks in place to show whether the school's work is effective. Leaders seek external advice and support when needed.

Leaders ensure that staff receive high-quality professional learning. This is informed by the most up-to-date research. Staff benefit from opportunities to collaborate with schools in the federation and other schools. This helps to support staff to continually develop their practice. Staff enjoy working at the school. They feel well supported and valued by senior leaders, particularly in terms of managing their workload. Senior leaders have high expectations. They enable staff to meet these high expectations by ensuring the school's vision, policies and procedures are clear and implemented well.

Governors ensure that the school meets its statutory responsibilities. They support and challenge leaders effectively. The vast majority of parents and carers are positive about the school. They appreciate the warm and welcoming environment, the family feel and the range of enrichment opportunities that the school offers.

What it's like to be a pupil at this school

Pupils benefit from warm and positive relationships with staff. Well-understood values, which include believe, achieve and inspire, permeate through the school. Pupils are respectful and polite in their interactions with each other. Parents and carers describe the school as a 'family'. There are strong links between the school and the local community. Older pupils take pride in helping younger pupils. Every pupil is involved in a leadership role. For instance, younger pupils enjoy daily reading time with their older reading buddies, who help guide and support them. Bullying is rare. Pupils are confident that adults will sort out any issues quickly. The vast majority of pupils feel safe and secure at school.

Pupils enjoy learning. Staff know pupils' needs well, including any special educational needs and/or disabilities. Pupils thrive due to consistent and supportive routines. Children in the early years are happy, settled and supported well by adults. Typically, pupils achieve outcomes in national tests that are close to national averages by the end of Year 6. They grow in confidence and develop their resilience. This is due to the school's broad and balanced curriculum and the comprehensive and inspiring personal development programme. Most pupils leave the school well prepared for their next steps in education. Pupils remember much of what they have learned. However, some do not retain in-depth knowledge as securely as they could over time.

There are very high expectations of pupils' behaviour. Pupils live up to these expectations. When needed, pupils are well supported to improve their behaviour through the school's high-quality pastoral care. Pupils are proud of their school. They immerse themselves in all that the school has to offer. There is a strong sense of belonging. Pupils want to come to school and have high attendance.

Next steps

- Leaders should further strengthen pupils' writing skills to ensure that any gaps in pupils' foundational knowledge are quickly addressed.
- Leaders should ensure that staff further develop their use of assessment to check that pupils remember what they have learned more securely over time across all subjects.
- Leaders should further strengthen how staff support pupils to deepen their knowledge and understanding of the school's curriculum, especially in the foundation subjects.

About this inspection

The co-chairs of the board of governors are Amanda Simmons and Marianne Tharby.

The school is part of a federation called Upper Nidderdale Primary Federation.

Inspectors carried out this full inspection under section 5 of the Education Act 2025.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with the executive headteacher, the deputy headteacher and all members of staff. The lead inspector spoke to the co-chairs of the school's governing body and a representative from the local authority.

The inspectors confirmed the following information about the school:

The school currently uses no alternative provision.

Executive headteacher: Nicola Thornber

Lead inspector:

Michele Costello, Ofsted Inspector

Team inspector:

Lynda Florence, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 19 May 2026

School and pupil context

Total pupils

51

Well below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

70

Well below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

19.61%

Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

1.96%

Below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

25.49%

Well above average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	68%	61%	Above
2024/25 (final)	57%	62%	Close to average
2023/24 (final)	57%	61%	Close to average
2022/23 (final)	S	60%	S

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	74%	74%	Close to average
2024/25 (final)	57%	75%	Below

Year	This school	National average	Compared with national average
2023/24 (final)	71%	74%	Close to average
2022/23 (final)	S	73%	S

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	79%	72%	Above
2024/25 (final)	57%	72%	Below
2023/24 (final)	86%	72%	Above
2022/23 (final)	S	71%	S

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	68%	73%	Close to average
2024/25 (final)	57%	74%	Below
2023/24 (final)	57%	73%	Below
2022/23 (final)	S	73%	S

'S' in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		46%	
2024/25 (final)	S	47%	S
2023/24 (final)	S	46%	S
2022/23		44%	

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average		62%	
2024/25 (final)	S	63%	S
2023/24 (final)	S	62%	S
2022/23		60%	

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average		59%	
2024/25 (final)	S	59%	S
2023/24 (final)	S	58%	S
2022/23		58%	

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		60%	
2024/25 (final)	S	61%	S
2023/24 (final)	S	59%	S
2022/23		59%	

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Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		68%	
2024/25 (final)	S	69%	S
2023/24 (final)	S	67%	S
2022/23		66%	

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		80%	
2024/25 (final)	S	81%	S
2023/24 (final)	S	80%	S
2022/23		78%	

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		78%	
2024/25 (final)	S	78%	S
2023/24 (final)	S	78%	S

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23		77%	

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		80%	
2024/25 (final)	S	81%	S
2023/24 (final)	S	79%	S
2022/23		79%	

'S' in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	3.4%	5.2%	Below
2023/24 (3 term)	5.3%	5.5%	Close to average
2022/23 (3 term)	4.1%	5.9%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	4.3%	13.0%	Below
2023/24 (3 term)	12.5%	14.6%	Close to average
2022/23 (3 term)	4.2%	16.2%	Below

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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