

Gisburn Primary School

Burnley Road, Gisburn, Clitheroe, Lancashire, BB7 4ET

Inspection dates

2–3 October 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- As a result of good leadership by the headteacher and governing body, the school has successfully maintained and built upon the good achievement and good quality of teaching reported at the last inspection.
- Pupils make good progress overall and achieve well. Children enter the Reception class with skills expected for their age and reach standards that are above, and sometimes well above, those seen across the country particularly in mathematics by the end of Year 6.
- Teaching is good overall. Teachers plan relevant and interesting lessons that carefully build on pupils' earlier learning so that pupils enjoy their lessons.
- Behaviour is exemplary both in lessons and around the school.
- Pupils say they feel very safe. Parents overwhelmingly agree that bullying is rare and that the school takes good care of their children.
- The good curriculum is enriched by exciting visits, a wealth of sporting opportunities and memorable village happenings.

It is not yet an outstanding school because

- There is some teaching that requires improvement and not enough outstanding teaching. Teachers do not always plan well enough to meet the needs of the most-able pupils.
- Opportunities are missed for pupils to find things out for themselves so that they rely too much on their teachers.
- Pupils in Key Stage 1 make the expected rather than good progress in mathematics.
- In Key Stage 2 boys' attainment in writing is not as high as it is in reading and mathematics.
- Leaders' monitoring of lessons does not focus enough on the quality and speed of learning by different groups of pupils.

Information about this inspection

- The inspector observed seven lessons or part lessons including two joint observations with the headteacher.
- Discussions were held with two groups of members of the governing body, a representative of the local authority and members of staff. The inspector met with two groups of pupils; one to find out pupils' views of the school's provision and with Year 6 pupils to talk about their work in reading and writing.
- The inspector took account of 48 responses to the on-line questionnaire (Parent View). The inspector also analysed the school's own consultation with parents.
- The inspector observed the school's work and looked at a range of documents, including data on pupils' current progress, the school development plan, performance management documentation and records relating to pupils' behaviour and safety.

Inspection team

Brenda Clarke, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school.
- Almost all pupils are from White British backgrounds.
- The proportion of pupils supported through school action is well below average. There are currently no pupils supported at school action plus or with a statement of special educational needs.
- Only a very small number of pupils are supported by the pupil premium, which in this school provides additional funding for pupils known to be eligible for free school meals.
- Floor targets, the nationally required minimum expectations for pupils at the end of Year 6, were met.
- A before- and after-school club runs daily during term time.
- In September 2013, the school received additional funding to widen the scope of sporting activities. The inspector evaluated the school's plans for the allocation of this grant. The school has already gained a number of awards that promote pupils' well-being. These include the Healthy School Award, Activemark and the Lancashire physical education silver award.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good with a greater proportion that is outstanding by:
 - ensuring that Key Stage 1 teachers make more effective checks on how well pupils are doing to plan work that is at the right level of difficulty and provides additional challenge for the most able, especially in mathematics
 - providing more opportunities for pupils across the school to think for themselves and for pupils to plan some of their own next steps in learning
 - ensuring that teachers' marking at Key Stage 1 helps pupils to know how to improve their work
 - ensuring that leaders focus more specifically on the learning and progress of groups of pupils, especially the most able, when monitoring teaching and learning in classrooms
 - ensuring that all teachers tell pupils exactly how much time they have to complete work set so that pupils work hard, finish the task and that no time is wasted.
- Raise boys' standards in writing at Key Stage 2 to match their high standards in reading and mathematics by:
 - providing more opportunities to engage boys in topics that interest and excite them
 - providing more opportunities for them to reach the higher levels through more interesting choice of vocabulary, punctuation and sentence structure
 - providing more opportunities to regularly share pupils' progress and targets with parents so that they may contribute to their children's learning at home.

Inspection judgements

The achievement of pupils

is good

- Most children start school with skills which are typical for their age. Children make good progress in the Reception class so that a large majority reach a good level of development with a significant number attaining above this level, especially in their early reading, speaking, mathematics and personal and social skills. Consequently, children are very well prepared for their new learning in Year 1.
- In the 2013 phonics check, Year 1's results were above those seen nationally. This is due to the effective teaching of a carefully planned and effective letters and sounds programme.
- Overall, above average standards are maintained as pupils move through Key Stage 1. The many frequent opportunities to read at home and in school pays dividends so that, since 2009, standards at the end of Year 2 have been well above those seen nationally. Standards in mathematics are closer to average indicating rather less than good progress in this area especially for the most-able pupils. Standards appeared to dip in 2012 but this was due to the very low numbers in the cohort which skewed the overall results.
- Most pupils make at least good progress in Key Stage 2 to reach standards well above those expected in mathematics and reading. Consistently good teaching is enabling more pupils to speed up their progress. More pupils than seen nationally make good progress in mathematics, and in national tests in 2013, four pupils attained the higher Level 6. This is because teachers use checks on how well pupils are doing in mathematics to closely match work to pupils' abilities and to provide additional challenge for the most able.
- While girls in Key Stage 2 achieve well across all subjects, boys make less progress in writing. Six boys attained the higher Level 5 in mathematics but none did so in writing. Boys experience difficulty in adding interest and depth to their written work demonstrating limited choice of powerful descriptive words, varied punctuation and interesting sentence structure. The school puts this down to the choices of topics over time that have failed to interest many boys. Recently, a new plan for writing has been introduced. Topics have been chosen to give breadth and interest. Many boys now speak with enthusiasm about the newspaper reports they are writing and their written work on Tudor life.
- Pupils' speaking skills are good so that most explain their answers confidently.
- In this school there has been no pupil in receipt of pupil premium funding at Key Stage 2 in recent years. The pupil premium has been used effectively lower down the school to narrow the gap for the small number of pupils eligible for free school meals. Small group provision and individual help has resulted in this small group making good progress in most areas of learning.
- Disabled pupils and those with special educational needs make progress in line with their classmates because they receive good additional support from knowledgeable teaching assistants.

The quality of teaching

is good

- Teaching is mostly good. There is some teaching that requires improvement and, at Key Stage 2, some that is outstanding.
- In the Early Years Foundation Stage teaching over time is good. The many opportunities provided for parents and children to familiarise themselves with the setting has enabled children to settle quickly and eagerly try new things. Exciting activities give children opportunities to make independent choices and to learn in interesting ways. For example, children wrote their names in coloured sand and read instructions for making muddy cupcakes.
- Teachers have good subject knowledge and plan lessons that build carefully on the previous day's work enabling pupils to build up skills in a consistent way.
- Behaviour management is very strong across the school and lessons run very smoothly.

- Relationships between adults and pupils are outstanding. A pupil explaining why she liked school spoke for many when saying, 'School is such a friendly place'.
- Teachers are well aware of the need to better engage boys in written work and are developing the right ways to address this issue. For example, in the Year 3, 4 and 5 class, pupils were given a basic sentence to enhance in differing ways such as adding similes and alliteration. This prompted one boy to write the words 'shimmering sliver' when describing a fish.
- Well-trained teaching assistants give good support to individuals and groups and especially help those who find learning difficult.
- In the lessons observed teachers gave clear instructions about the things pupils must include in their work but did not tell pupils how long they had to complete it. This resulted in pupils, while persevering and concentrating, working at a steady rather than a fast pace. More could have been achieved in some lessons.
- Teachers sometimes give pupils too much help, for example, in spelling simple words that pupils could try out for themselves and in planning few opportunities for pupils to organise their work independently.
- At Key Stage 2, the marking of pupils' work clearly outlines mistakes and next steps in learning. Time is built into the lesson for corrections so that pupils learn from their mistakes.
- Inspection findings and a scrutiny of the school's lesson observations over time suggest that teaching is not as strong at Key Stage 1 especially in mathematics. Teachers do not use their assessments well enough to provide work that closely matches pupils' differing abilities. This slows the progress they make. Teachers mark pupils' work but their comments are sometimes not in child-friendly language and so pupils do not make changes in their next piece of work.

The behaviour and safety of pupils are outstanding

- Pupils' behaviour in lessons and around the school is outstanding. Records over time also indicate a similar picture with no exclusions.
- Pupils' excellent spiritual, cultural, moral and social development enables them to think deeply and reflect on how their actions might affect others. From the Reception class upwards pupils are very enthusiastic, work hard and concentrate for good periods of time. Even when the work is too easy, pupils do not complain but diligently complete the task.
- Pupils' attendance is above that seen across the country and pupils attend punctually each day.
- Pupils say they feel very safe. They talk knowledgably about internet safety.
- In the on-line questionnaire (Parent View) parents agree that the school takes good care of their children and keeps them safe.
- Pupils say that bullying is very rare and is quickly sorted out by adults.
- Older pupils give valued support to younger children as they work as buddies and play pals. Pupils of all ages get on very well together.
- The breakfast and after-school clubs give pupils a nourishing and safe start and end to the day and provide valuable opportunities for pupils to socialise with others.

The leadership and management are good

- The school is well led and managed. Staff work as a unified and highly motivated team led by a determined and very effective headteacher.
- The headteacher and governors have brought about important changes since the last inspection. New playground facilities have enhanced provision for children in the Reception class and a safe, enriching outdoor environment for all.
- Thorough checks on how well the school is doing have enabled leaders to identify the right priorities for improvement. For example, the curriculum has been changed to ensure interest and opportunity for both boys and girls and this is a key reason why boys' progress in writing is now

speeding up. Scrutiny of the school's records of lesson observations over time indicates that a greater proportion of teaching has moved from good to consistently outstanding.

- The headteacher thoroughly checks pupils' progress and provides appropriate help for those who are falling behind. This has enabled the good standards reported at the last inspection to be maintained and built upon, as seen in the well-above average standards in mathematics at the end of Year 6.
- Performance management procedures are closely aligned to pupils' standards and to improving classroom practice, making teachers accountable for the progress of pupils in their class.
- Systems to check the quality of teaching in classrooms are good overall. There is now more good and outstanding teaching than reported at the previous inspection. However, scrutiny of teaching observations over time indicates that there is insufficient focus on the learning of different groups of pupils, especially the more able.
- The school takes good care of its pupils and procedures to ensure pupils' safety are vigilantly maintained.
- Links with parents are strong. Much has been done to develop systems of communication such as the informative school website. However, inspection findings indicate that parents would like more frequent information about their children's progress and their targets.
- Equality of opportunity is at the heart of the school's provision. Leaders realise that there is still more to be done to ensure that the most-able pupils at Year 2 in mathematics and Year 6 boys in writing make the progress they are capable of.
- The good curriculum is well planned and places great emphasis on pupils' well-being. Pupils have two physical education lessons a week and take part in many competitive sports. The school is currently using its new sports funding to enable a visiting physical education teacher to work alongside school staff to broaden even further the good range of sporting activity.
- The local authority knows the school's strengths and areas for development. It has provided training to effectively develop the roles of subject leaders.
- **The governance of the school:**
 - Governors bring a range of important skills that enhance this small school's provision. For example, they worked with contractors to get the best outcomes for the school in its recent new kitchen build. Governors have good systems in place to hold the school to account in most aspects of its work. They keep a close watch on pupils' standards and progress. Governors undertake additional training to increase their skills and knowledge. Governors know the school's strengths and areas for development and have allocated additional funding to successfully improve the quality of teaching. They check the performance management of teachers to ensure that stringent criteria are in place before teachers reach the next salary level.

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	119270
Local authority	Lancashire
Inspection number	428877

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	97
Appropriate authority	The governing body
Chair	Allan Clements
Headteacher	Catherine Grimshaw
Date of previous school inspection	3 February 2009
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