

Inspection of Gilberdyke Primary School

Scalby Lane, Gilberdyke, Brough HU15 2SS

Inspection dates: 29 and 30 September 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Early years provision

Good

Previous inspection grade

Not previously inspected under section 5
of the Education Act 2005

What is it like to attend this school?

Gilberdyke Primary School is a rapidly improving school. It is a happy and welcoming place. Leaders and teachers know their pupils well. Pupils have positive and respectful relationships with their teachers.

Pupils speak with pride about their school and the roles they have. Democratically elected school councillors share the views of their peers with leaders. They feel that they are listened to and make a difference. Leaders and pupils work together to ensure that bullying is not tolerated. Pupils work as anti-bullying ambassadors. They have been trained to spot the signs of bullying and are vigilant of this. As a result, bullying is rare and when it happens, it is resolved swiftly.

Pupils feel safe in school. They know their teachers will give them the help and support they need, when they need it. Teachers' high expectations of behaviour mean that there is very little disruption in classes. Pupils' attitudes to learning are positive. One pupil said: 'We are all respectful. We are proud, active learners.'

Despite pupils' positive attitudes to their work, they struggle to remember what they have learned in some subjects, such as science. This is because leaders have not clearly sequenced the subject knowledge that they want pupils to learn in all subjects.

Leaders give pupils daily opportunities to discuss topical issues and share their concerns. Pupils sit together in 'restorative circles' to discuss and resolve disputes between them. All pupils speak of the importance of compromise.

What does the school do well and what does it need to do better?

Leaders have created a vision for an ambitious curriculum that motivates and excites pupils. The mathematics curriculum is a strength of the school. The knowledge and skills that pupils need to know are carefully sequenced and organised. This ensures that pupils' knowledge grows over time. Children in the Nursery and Reception classes are well supported to develop their understanding of number. Adults are skilled in questioning pupils to develop their mathematical language and thinking. As a result, pupils quickly develop confidence in mathematics.

In other curriculum areas, such as science and history, the curriculum is less clearly sequenced. While pupils speak with enthusiasm about the experiments they carry out, their scientific knowledge is not secure. The order in which leaders teach their science and history curriculum is not helping pupils to remember what they have learned. The content that leaders want pupils to learn is not explicit enough and pupils' learning in history is not revisited regularly.

Leaders have ensured that reading remains a high priority for younger pupils. Children in Nursery and Reception start learning phonics as soon as they start

school. Adults read a range of stories and poems to them to develop their communication skills. Incentives, such as golden acorns, reward younger pupils with prizes if they read often enough. However, older pupils say that teachers do not check their reading regularly. They say that they would like more inviting places to enjoy a book in the classroom.

Leaders ensure that all staff have received the necessary phonics training. Teachers' phonics knowledge is strong. Teachers deliver leaders' chosen phonics programme with consistency and accuracy. However, the assessment of pupils' phonics knowledge is not sharp enough. This means that the books that pupils are given to practise their reading do not match the sounds that they know with enough accuracy.

Staff know the needs of pupils well. Leaders identify pupils with special educational needs and/or disabilities quickly. They give them the support they need to keep up with their learning. Teachers provide extra help and resources so that they can access the curriculum with their peers.

Leaders have prioritised pupils' personal development. Pupils have an age-appropriate understanding of what makes a healthy relationship. Fundamental British values are promoted well through planned assemblies and discussions during class circles. Pupils visit the places of worship of different religious groups. There is a culture of inclusion. One pupil said: 'We are very welcoming in this school. We respect each other.' Pupils speak positively of the range of extra-curricular activities that are on offer. A selection of sporting clubs promote the importance of health and well-being.

Leaders at all levels have high aspirations for what pupils will achieve. The trust works closely with leaders to provide the training and support they need. Staff feel that the opportunities they receive are valuable. Leaders are mindful of staff workload and well-being. Staff morale is high because of the support they receive from the leadership team. Recent changes to governance have strengthened the trust's work with the school. Leaders at all levels consult with parents on school improvement matters. Leaders have well-considered plans in place to develop this further.

Safeguarding

The arrangements for safeguarding are effective.

Leaders provide regular safeguarding training and updates for all staff. Staff are confident in identifying pupils who may need help. They report their concerns quickly. Staff know that safeguarding is everyone's responsibility.

All staff are aware of the issues, such as county lines, that affect their community. They are vigilant to these.

Leaders work together to monitor pupils' attendance. Regular checks are made on absent pupils to check that they are safe. Leaders work with outside agencies, such as the police community support officer and the National Society for the Prevention of Cruelty to Children (NSPCC), to promote online safety.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Phonics assessments are not used sharply enough to accurately match the books pupils read to the sounds that they already know. As a result, pupils are not practising the sounds they have learned. The texts are too challenging. Leaders need to ensure that assessments of pupils' phonics knowledge are accurate and timely so that the books pupils read are well matched to the sounds they know, and they help them to improve their reading.
- In some subjects, such as science and history, the curriculum is not sequenced well enough. The content that leaders want pupils to learn is not clearly identified. This does not help pupils to build their knowledge over time. Leaders need to ensure that the curriculum, in all subjects, is sequenced, with content clearly identified, so that pupils have the essential knowledge they need before moving on.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	144471
Local authority	East Riding of Yorkshire
Inspection number	10200757
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	226
Appropriate authority	Board of trustees
Chair of trust	Graham Wilson
Headteacher	Melissa Shirley
Website	www.gilberdykeprimary.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- Gilberdyke Primary School converted to become an academy school in June 2017. When its predecessor school, Gilberdyke Primary School, was last inspected by Ofsted, it was judged to be inadequate overall.
- The school became a member of the Hull Collaborative Academy Trust in June 2017.
- The headteacher joined the school in September 2017.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors met with the headteacher, deputy headteacher and wider senior leadership team. They spoke with the special education needs coordinators.
- Inspectors carried out deep dives in reading, mathematics, science and history. Inspectors also looked at curriculum plans and spoke to leaders about some other

subjects. They met with curriculum leaders, visited lessons, looked at pupils' books and talked to pupils and teachers. Curriculum leaders were involved in the activities with inspectors.

- Inspectors listened to pupils read to a familiar adult and visited phonics lessons. They also saw group reading sessions with pupils in Year 1 and Year 2.
- Inspectors met with the chief executive officer, the chair of trustees and the school improvement lead of the Hull Collaborative Academies Trust.
- Inspectors spoke with parents at the start of the school day.
- Inspectors checked the school's safeguarding documentation and behaviour and attendance information.
- Inspectors observed pupils' behaviour throughout the school day, including during lesson visits, at breaktimes and lunchtimes.
- Inspectors considered the 50 responses to Ofsted's Parent View questionnaire as well as the 49 free-text responses. They also reviewed the 16 responses to the Ofsted staff questionnaire and the 57 responses to the pupil questionnaire.

Inspection team

Chris Pearce, lead inspector

Her Majesty's Inspector

Annali Crawford

Her Majesty's Inspector

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