

Inspection of a good school: Giggleswick Primary School

Giggleswick Primary School, Church Street, Giggleswick, Settle, North Yorkshire, BD24 0BJ

Inspection dates:

21st June 2022

Outcome

There has been no change to this school's overall judgement of good as a result of this initial (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a full inspection were carried out now. The next inspection will therefore be a full (section 5) inspection.

What is it like to attend this school?

Pupils embody the school's values of love, kindness, friendship and respect at Giggleswick Primary School. They are polite, well behaved and thoughtful. Bullying is rare. Pupils are confident to raise any concerns they may have with a member of staff. They know that the adults will sort it out. Relationships between staff and pupils are positive. Pupils describe staff as kind and caring. Parents agree that pupils are happy at the school. As one parent summed up the comments of many, the pupils 'skip into school with a smile on their face and come out with the same smile.'

Staff are working with leaders across the Ribblesdale Federation to build a high-quality curriculum. This work is ongoing. Pupils work hard and achieve well in some subjects, such as reading. In some other subjects, the curriculum is not well planned and so pupils do not achieve as well as they should.

Pupils appreciate the wider opportunities and experiences they have. They have a range of extra-curricular clubs and visits that they benefit from and enjoy. The school council gives pupils a voice to feedback ideas to school leaders. Pupils are enthusiastic about taking on leadership responsibilities, such as assembly leaders, school council and eco warriors. They are keen to do even more in these roles and to 'make a difference'.

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

Leaders know how important it is for all pupils to read well. Children start to learn to read as soon as they enter the Reception Year. Leaders have made sure that staff have the skills to support pupils to build phonic knowledge rapidly. Pupils have plenty of opportunities to practise and become more fluent readers. Pupils achieve well as a result of this well taught programme. Pupils with gaps in their phonic knowledge are quickly identified. They get the additional help that they need. As a result of well targeted

support, pupils catch up quickly, including those pupils with special education needs and/or disabilities (SEND). Staff encourage pupils to develop a love of reading and aim to make every child a 'Giggleswick Bookworm.' Pupils enjoy listening to the stories that teachers share with them every day. Pupils talk with enthusiasm about the books they have read and want to read next.

In most subjects, leaders working across the federation of schools have clearly identified the important knowledge they want pupils to know and remember over time, from the early years onwards. However, this is not consistently the case. In some subjects, this important subject information has not been clearly set about. Teachers are not clear about the content they need to teach, or how this builds on what pupils have learned before. This is leading to gaps in some pupils' knowledge.

In the majority of subjects, teachers have a strong knowledge of what they are teaching. They explain new learning clearly and help pupils to make connections with what they have learned before. In these subjects, pupils make good progress through the curriculum. This includes pupils with SEND. However, leaders have not ensured that all teachers have consistently strong subject knowledge. In a few curriculum areas, staff do not have a strong enough understanding of the progression of the subject. Consequently, they do not plan suitable sequences of lessons to help pupils to learn the curriculum consistently well.

Teachers understand how important it is to check what pupils understand and know. Staff do this well in subjects, such as reading. However, assessment is not used consistently well in some subjects to check pupils' knowledge over time. Assessments used by leaders and teachers do not always clearly identify what pupils need to revisit, and when they are ready for what comes next. This prevents staff from identifying and addressing gaps in pupils' knowledge.

Leaders have developed a well-thought-out programme of wider experiences and opportunities for pupils. Projects with local businesses, local charities and pen-pal buddies across the world enrich pupils' personal development. Pupils enjoy events and residential visits that have been able to restart after the pandemic. There is a well-planned personal, social and health education curriculum that supports pupils' understanding in keeping safe and healthy.

Behaviour around school is calm and orderly. Pupils are polite to one another, staff and visitors. Pupils display positive and attentive attitudes. Learning continues uninterrupted. At social times, pupils play well together, and pupils explain that there is always someone to have fun with. There is a warm, friendly atmosphere in the school.

Staff are proud to work at Giggleswick Primary School. Leaders and governors consider staff's well-being and listen to their feedback about workload. Staff appreciate the further support and the opportunities they have by being part of a federation of schools.

Safeguarding

The arrangements for safeguarding are effective.

Leaders act in the best interests of the pupils to keep them safe. All adults take part in safeguarding training. They know how to spot pupils who may be vulnerable or at risk. Staff record concerns appropriately. Leaders follow these up swiftly. Leaders work in partnership with other agencies to get the help that pupils and families need.

Pupils can explain the ways their teachers and other visitors have helped them to understand how to stay safe. This includes online. Pupils also told inspectors that they would use the 'worry box' and talk to adults in school if they had any concerns.

Governors understand and support a strong safeguarding culture in school. They have put systems in place which makes sure the appropriate checks on new staff are completed.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, leaders have not precisely identified the subject knowledge that they want pupils to learn. As a result, class teachers do not have the information they need to plan effective sequences of lessons. Leaders should ensure that the curriculums for all subjects clearly identify the knowledge that pupils need to learn.
- Leaders have not ensured that teachers use assessment consistently to check how well pupils have learned important knowledge. In some subjects, gaps in pupils' knowledge are not identified. Leaders should ensure that there is a consistent approach to the use of assessment, so that teachers can identify and address any gaps in pupils' knowledge.
- Leaders have not ensured that all staff have sufficient subject knowledge to plan and deliver the curriculum. As a result, pupils do not achieve consistently well in some subjects. Leaders should ensure that all teaching staff have the subject and pedagogical content knowledge to teach the curriculum well.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good on November 2016.

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	121392
Local authority	North Yorkshire
Inspection number	10200416
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	70
Appropriate authority	The governing body
Chair of governing body	Paul Gibbons
Headteacher	Trudi Ward
Website	www.giggleswick-pri.n-yorks.sch.uk/
Date of previous inspection	29 November 2016, under section 8 of the Education Act 2005

Information about this school

- This school is part of the Ribblesdale federation of schools.
- The executive headteacher is the senior leader for all three federation schools. She took up the post in January 2021.
- The school does not currently use any alternative provision for pupils.

Information about this inspection

This is the first routine inspection the school has received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors met with the executive headteacher, other school and federation leaders, staff, pupils, governors and a representative from North Yorkshire local authority.
- Inspectors carried out deep dives in these subjects: reading, mathematics and physical education. For each deep dive, the inspectors discussed the curriculum with subject leaders, looked at curriculum plans, visited lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- The lead inspector listened to pupils reading to a known adult.
- The lead inspector reviewed the school's safeguarding documentation, including records of safeguarding checks carried out on staff working at the school. Inspectors considered how well leaders act on concerns about pupils' safety and welfare. Inspectors spoke to pupils, staff and governors about safeguarding practices.
- Inspectors considered the responses to Ofsted's online survey, Parent View. Inspectors also took into consideration the responses to the surveys for staff and pupils

Inspection team

Asa Britton, lead inspector

Her Majesty's Inspector

Angela Spencer-Brooke

Ofsted Inspector

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