

Inspection of an outstanding school: Gillibrand Primary School

Grosvenor Road, Chorley, Lancashire PR7 2PJ

Inspection dates: 19 and 20 July 2022

Outcome

There has been no change to this school's overall judgement of outstanding 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 arrive at this school each day happy and ready to learn. Pupils feel safe in school because they know that staff care about them. They are confident that there is always someone to talk with if they have any worries or concerns.

Pupils understand the importance of treating people with respect. Pupils said that any incidents of bullying or falling out between friends are dealt with swiftly by staff. Pupils behave well and work hard in lessons. This helps them to achieve well in a range of subjects. Children in the Reception class enjoy acting out their favourite stories with their friends. However, there is variability in the delivery of the new phonics programme, which hinders some children in the early years from gaining secure reading knowledge.

Pupils' aspirations are fostered well by leaders. Leaders have high expectations for every pupil to be successful and follow their dreams. Older pupils value the opportunity to contribute to the life of the school as prefects, for example, helping the younger pupils at lunchtime.

Pupils appreciate the many opportunities that leaders provide to develop confidence, such as working with a local artist and musical performances with the school's rock band. Pupils talked enthusiastically about the different clubs that they can be part of, for example pet club, French club and playing sports. Pupils are especially proud of their environmental projects and the range of fruit trees that they have recently planted.

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

The curriculum is well designed and meets the needs of all pupils, including pupils with special educational needs and/or disabilities (SEND), and children in the early years. Teachers use assessment information well to check what pupils know and can do. They

use this information effectively to plan what pupils need to learn next. Learning is ordered carefully and links between subjects are clear. This helps pupils to apply what they know already when they are learning something new. Most pupils and children in the early years achieve well over time across a range of subjects.

Staff receive the training that they need to enhance their subject knowledge, so that they can deliver the curriculum effectively. Leaders frequently check that the curriculum is delivered in the way that they intend. Leaders provide additional help and guidance to staff when it is required.

In the Reception class, children begin to learn the sounds that letters represent. However, some staff in the early years have not received sufficient guidance to deliver the new phonics programme consistently well. They do not have the knowledge that they need to ensure that the programme is delivered systematically. This hinders the progress that some children make through the phonics programme. In key stage 1, the books that pupils read match the sounds that they are learning. This helps them to become fluent readers. Pupils who are at the early stages of reading in key stage 2 receive the help that they need to catch up quickly.

Pupils' love of reading is fostered well from the Reception class to Year 6. Younger pupils enjoy listening to familiar stories. Older pupils confidently discuss the books that they have read. Pupils are encouraged to read widely and often across a range of subjects.

Skilled staff accurately identify pupils with SEND. Teachers work with other professionals to provide appropriate support and resources to help these pupils learn well. Pupils with SEND enjoy learning alongside their friends. They access the full curriculum, including after school clubs and residential visits.

Pupils listen carefully in lessons and focus well on their work without disruption. Pupils are polite and well mannered. They behave well in lessons and at playtime.

Pupils learn about different cultures and beliefs. They enjoy the range of opportunities that leaders provide to enhance the curriculum, such as practising their sketching outdoors and trips to local historical sites. Older pupils talked proudly of representing their school at a recent G7 summit and visits to the mayor's parlour as members of the pupil voice committee.

Governors use their knowledge, skills and understanding effectively to hold leaders to account for the quality of education that they provide. Governors are mindful of staff's workload and take this into account when making strategic decisions about the school. Most staff feel well supported by leaders.

Safeguarding

The arrangements for safeguarding are effective.

Staff know the procedures to follow if they have any concerns about pupils' welfare. Training enables staff to recognise any subtle changes in a pupil's behaviour and/or character. Through engagement with other agencies, leaders ensure that vulnerable pupils and their families quickly receive the help and support that they need.

Pupils know what makes a good friend. They learn how to keep themselves safe when they are out in the local community. They know what to do if they find themselves in any situations that make them feel uncomfortable, including when using social media.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some staff have not received sufficient guidance to be able to deliver the new phonics programme as effectively as they should. This hinders the progress that some children in the Reception class make when learning the sounds that letters represent. Leaders should ensure that all staff receive the guidance and support that they need, so that the phonics programme is delivered systematically to help all pupils to become competent and fluent readers.

Background

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. 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 first section 8 inspection since we judged the school to be outstanding in January 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	119324
Local authority	Lancashire
Inspection number	10199505
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	209
Appropriate authority	The governing body
Chair of governing body	Doris Bell
Headteacher	Ashley Clayton
Website	www.gillibrand.lancsngfl.ac.uk
Date of previous inspection	20 and 21 January 2016, under section 8 of the Education Act 2005

Information about this school

- A new headteacher has been appointed since the last inspection.
- A new chair of governors has been appointed since the last inspection.
- Leaders do not currently use alternative provision.

Information about this inspection

- This was the first routine inspection since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in the evaluation of the school.
- During the inspection, the inspector spoke with representatives from the governing body. The inspector also spoke with the headteacher, members of the leadership team and staff.
- The inspector reviewed a range of documentation relating to the curriculum and safeguarding.
- The inspector held a telephone conversation with a representative from the local authority and a separate telephone conversation with the school's improvement officer.

- The inspector carried out deep dives in these subjects: early reading, mathematics and art and design. The inspector met with subject leaders, visited lessons and spoke to staff. She also spoke to pupils about their learning and their experiences of the school. The inspector looked at pupils' work and listened to pupils read.
- The inspector considered the response to Parent View, Ofsted's online questionnaire and the free-text comments. She also spoke with parents and carers at the start of the school day. The inspector also considered the responses to the staff and pupil surveys.

Inspection team

Amanda Stringer, lead inspector

Her Majesty's Inspector

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