

Inspection of Gillshill Primary School

Cavendish Road, Hull HU8 0JU

Inspection dates: 30 November and 1 December 2022

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Good

Previous inspection grade

Not previously inspected under section 5 of the Education Act 2005

Ofsted has not previously inspected Gillshill Primary School as an academy school under section 5 of the Education Act 2005 as, until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections.

Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last inspection of the predecessor school.

What is it like to attend this school?

Leaders have fostered a school environment where respect is embedded and success is celebrated. Pupils are extremely positive about their education. They relish the many opportunities available outside the classroom, such as attending the Rugby League World Cup matches and visiting the local university technical college, film sets and enterprise initiatives.

Behaviour is exemplary. The whole school community understands the clear behaviour routines and expectations. Staff manage pupils' behaviour very well with consistent strategies. There is a calm and orderly atmosphere in lessons and at playtime.

Pupils know what bullying is. They understand that it is different to falling out about football. Records show bullying rarely happens. Pupils will tell an adult if they have a problem and trust adults to sort it out.

There are worry boxes in every classroom for pupils to leave a message about a concern. The class teachers check these daily. Staff have had training to be 'emotionally available adults'. Adults recognise that they have a huge role to play in supporting pupil's mental health.

Children in foundation stage 1 get off to the best possible start. The provision is well organised and is used purposefully by the children. There is an emphasis on speaking and listening activities linked to stories, rhymes and songs. This helps to develop communication and language skills.

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

Leaders have created a curriculum for Gillshill Primary School that is derived from the trust's curriculum. Subject leaders from schools within the trust have developed the curriculum structure. Subject leaders in the school have amended and adapted this to meet the needs of their cohort. The curriculum identifies the key concepts, knowledge and vocabulary that leaders want pupils to remember long term. However, in some subjects, pupils are not routinely encouraged to use this key vocabulary in lessons and particularly within their written work.

Pupils are positive about the school's system for checking their understanding. The 'one, three, five model' ensures that teachers check in one week, three weeks and five weeks what knowledge pupils' have retained. However, in some subjects there are long periods of time between learning. For example, the gap between history units for some year groups is six months. As a result, pupils cannot recall prior knowledge or make connections between their learning.

Leaders have prioritised early reading and phonics from Nursery onwards. Pupils across Years 1, 2 and 3 are grouped by their phonics attainment to ensure that the

lesson meets their needs. Pupils read books that match their phonics knowledge. Teachers check pupils' phonics knowledge every six weeks. Those pupils who are not keeping up receive daily phonics support sessions.

This is an inclusive school. Leaders go above and beyond in meeting the needs of pupils with special educational and/or disabilities (SEND). Leaders keep extensive records. Additional support is well mapped out for these pupils. Appropriate strategies support pupils' needs in the classroom. As a result, pupils with SEND are included in all aspects of school life.

Leaders have considered how what children learn in early years lays the foundations for the rest of their education. Children have access to a range of activities. Some of these activities are adult directed and some follow what the children show an interest in. On occasion, some adults miss opportunities to encourage and build on what children already know.

There are many leadership opportunities for pupils, such as being health and safety ambassadors, mental health young evaluators, play leaders, healthy eating leaders and members of the school council. Pupils have opportunities to debate and discuss in lessons. For example, Year 6 pupils recently debated the building of a wind farm in Hull. While opinions were diverse, pupils respected each other's viewpoint. Leaders use an external scheme supported by the trust's safeguarding curriculum to teach personal, social and health education (PSHE) and relationships and sex education. This ensures that pupils develop the knowledge and skills they will need as they grow up.

Leaders at all levels are enthusiastic about purposefully improving their area of responsibility. Staff are positive about the impact that joining the trust has had on their professional development and workload. They recognise that working collaboratively across the trust schools enables them to share resources and good practice. Leaders prioritise professional development for all staff. It is highly effective and focused on the needs of the school community.

Governors have link leadership roles in place. They hold leaders to account for their work. For example, they use the challenge day at the start of the year to meet with their linked subject leader to support and ask questions about the curriculum. This ensures that governors are well informed about curriculum development.

Safeguarding

The arrangements for safeguarding are effective.

The safeguarding culture in the school is strong. Pupils and staff refer to the posters around the building that highlight the school's safeguarding procedures. Pupils can name the designated safeguarding lead, as well as other adults they deem as trusted. They identify these by a coloured lanyard.

Safer recruitment processes are in place. This ensures that appropriate checks are made on staff and visitors in the school.

Pupils know how to stay safe online. They know what cyber-bullying is and what to do if it happened to them. Teachers address any online issues as they arise through the PSHE curriculum.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In many subjects, leaders have established the most important vocabulary that pupils need to learn in units of work. However, pupils are not routinely encouraged to use this vocabulary in lessons and particularly within their written work. Leaders should ensure that the activities pupils do in lessons consistently support pupils to develop their use of subject-specific vocabulary.
- Some of the adult interactions within early years do not consistently connect to the well-planned curriculum. As a result, occasionally there are missed opportunities to further children's development. Leaders should ensure that staff are confident in knowing the curricular intentions in the provision to maximise their impact on children's learning.

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.

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	147259
Local authority	Kingston Upon Hull City Council
Inspection number	10211887
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	479
Appropriate authority	Board of trustees
Chair of trust	Terry Dunn
Executive headteacher	Susan Brummitt
Website	www.gillshill.hull.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- This is a larger-than-average-sized school.
- Gillshill Primary School joined Horizon Academy Trust in July 2019.
- The school does not use any alternative providers.

Information about this inspection

The inspectors carried out this graded 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 leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the executive headteacher, the head of school, curriculum leaders, staff and pupils. Meetings were also held with representatives from the trust and the local governing body.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science, history and physical education. For each deep dive, inspectors met with

curriculum leaders, spoke to pupils and teachers, visited lessons and looked at their work. Inspectors heard pupils read.

- Inspectors examined safeguarding records, attendance figures, curriculum plans and policies.
- The views of staff and pupils were considered from meeting with them and from the responses to Ofsted's questionnaires.
- Inspectors considered the views of parents from the responses to Ofsted's online survey, Ofsted Parent View, and from meeting them at the start of the school day.

Inspection team

Alison Stephenson, lead inspector	His Majesty's Inspector
June Richardson	Ofsted Inspector
James Duncan	His Majesty's Inspector
Suzette Garland-Grimes	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
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