

# Inspection of Gaskell Community Primary School

Thomas Holden Street, Bolton, Lancashire BL1 2QG

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Inspection dates: 15 and 16 November 2022

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Requires improvement**

Early years provision

**Requires improvement**

Previous inspection grade

Good

## **What is it like to attend this school?**

Everyone is made to feel welcome at Gaskell Community Primary School. Pupils, including children in the early years, enjoy coming to school. Pupils told inspectors that the staff in the school are caring and always willing to help. Pupils feel safe in school.

Leaders have high expectations for pupils' behaviour. Pupils across the school, including children in the early years, behave well. This means that pupils can get on with their learning without disruption. Pupils learn that everyone should be treated with respect, regardless of their differences. If bullying does happen, staff deal with it effectively.

Pupils make a positive contribution to their local community. For example, pupils raise money for local charities. Pupils enjoy their visits to museums and galleries. Pupils understand how to stay healthy. They are proud to represent their school at events, such as sports competitions.

Leaders expect pupils, including those with special educational needs and/or disabilities (SEND), to achieve well. That said, pupils, including children in the early years, do not achieve as well as they should in some subjects other than English and mathematics. This is because leaders and teachers are not sufficiently clear about what pupils should learn and when this content should be taught in these subjects.

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

Leaders have constructed a broad and balanced curriculum across the school. They have carefully considered the knowledge that pupils need to learn in English and mathematics, and the order in which this needs to be taught. Teachers deliver these curriculums well. Consequently, pupils, and children in the early years, progress well in these subjects.

Curriculum subjects, other than English and mathematics, are at different stages of development. Some curriculum leaders are new to their roles. These leaders have not had the training and support that they need to lead their subjects effectively. While leaders have a broad overview of the key themes that will be taught throughout the year, they have not identified what pupils should learn. This is also true in the early years. This makes it difficult for teachers to design learning that builds on what pupils already know. As a result, they do not achieve as well as they should.

Teachers routinely check on what pupils know and remember from their previous lessons. This helps teachers to identify where pupils, including those with SEND, need more support.

Leaders have prioritised the teaching of early reading. Leaders have ensured that staff have the training and support that they need to deliver the phonics and early reading programme well. Children in the Reception Year readily learn the sounds that letters represent. Pupils read books that match the sounds that they know. Pupils, including children in the early years, who struggle to learn to read, benefit from the support that they receive. Pupils across the school develop a love of reading. Older pupils read often.

Pupils, including children in the early years, behave well. They are polite and respectful. Children in the early years quickly learn the school's rules and routines. For example, they are keen to lend a hand at tidy-up time. The school is calm and orderly. This means that pupils can get on with learning without distractions.

Pupils' rates of overall absence and persistent absence remain stubbornly high. Too many pupils, including pupils with SEND, do not attend school often enough. This impacts on how well they learn.

Leaders ensure that all pupils benefit from carefully selected opportunities to enhance their wider development. Pupils learn the importance of keeping fit and eating healthy foods. Older pupils learn about the changes their body and emotions will go through as they grow up.

Leaders ensure that there are effective systems in place to identify SEND early. However, some staff have not received sufficient training to adapt their teaching approaches for pupils with SEND. This means that pupils with SEND do not always access the same curriculum as their peers.

The governing body is relatively new and inexperienced. They ensure that they carry out their legal duties. However, governors do not hold leaders sufficiently to account for the quality of education that pupils receive.

Leaders and governors are considerate of staff's workload when making decisions. They take positive steps to support staff's well-being. Staff value leaders' approachability and the support that they provide.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure that staff know how to keep pupils safe. Staff are vigilant to signs that pupils may be at risk of harm. Leaders work well with other professionals and external organisations. This helps pupils and their families to access the support and help that they need.

Pupils learn how to keep themselves safe. Leaders ensure that the curriculum provides opportunities for pupils to understand risks and learn to keep themselves safe. Pupils learn how to protect themselves from harm when working and playing online.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- In some subjects, beyond English and mathematics, leaders have not identified the knowledge that pupils will learn and when this will be taught. This prevents teachers from helping pupils to build on what they already know. Leaders should ensure that there is greater clarity, from the early years to Year 6, about what children and pupils will learn across different subjects.
- Teachers have not received sufficient training on how to adapt their delivery of the curriculum for pupils with SEND. This means that some pupils with SEND struggle to access the same curriculum as their peers. Leaders should ensure that teachers adapt their pedagogical approaches to meet the needs of pupils with SEND.
- Persistent absence and overall absence rates are high. Too many pupils, including some with SEND, do not attend school often enough. This limits how well these pupils learn. Leaders should take action to reduce levels of absence for all pupils, including those with SEND.
- Governors do not hold leaders sufficiently to account for the quality of education. This limits their impact on school improvement. Governors should ensure that they access appropriate training and support to enable them to carry out their duties effectively.

## 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

<b>Unique reference number</b>	105155
<b>Local authority</b>	Bolton
<b>Inspection number</b>	10242175
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	458
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Sophia Bibi
<b>Headteacher</b>	Sarah Barlow
<b>Website</b>	<a href="http://www.gaskell.bolton.sch.uk">www.gaskell.bolton.sch.uk</a>
<b>Date of previous inspection</b>	20 September 2017, under section 8 of the Education Act 2005

## Information about this school

- Since the last inspection, a new headteacher has been appointed. She took up her post in November 2021.
- Since the last inspection, a new chair of the governing body has been appointed.
- There is a breakfast and after-school club available for pupils.
- Leaders do not make use of alternative provision.

## 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 has received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken this into account in their evaluation of the school.
- Inspectors spoke with the headteacher, other school leaders and members of staff, including early career teachers.

- An inspector spoke with representatives of the governing body, including the chair of governors.
- An inspector met with a representative of the local authority.
- Inspectors checked the school's arrangements for keeping pupils safe. They looked at a range of documentation and spoke with leaders and staff. Inspectors also spoke to pupils about whether they feel safe in school.
- Inspectors carried out deep dives in early reading, mathematics, art and design, history and physical education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited lessons, looked at samples of pupils' work, held discussions with teachers and talked with pupils. An inspector listened to pupils read with a familiar adult. Inspectors also spoke with leaders and pupils about the curriculum in a small number of other subjects.
- Inspectors observed pupils' behaviour in lessons and at social times. They spoke with groups of pupils about their experiences at school. Inspectors also considered the views of pupils shared through Ofsted's online survey for pupils.
- Inspectors spoke with staff about their workload and well-being. Inspectors also considered the views of staff shared through Ofsted's online survey for staff.
- Inspectors spoke with parents and carers as they dropped their children off at school. Inspectors considered the responses to Ofsted Parent View. This included the free-text responses.

### **Inspection team**

David Robinson, lead inspector	His Majesty's Inspector
Gaynor Rennie	Ofsted Inspector
Pippa Jackson Maitland	His Majesty's Inspector
Clare Baron	Ofsted Inspector

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