

Inspection of Giggleswick Primary School

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

Inspection dates: 27 and 28 February 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Early years provision	Good
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Previous inspection grade	Good
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What is it like to attend this school?

At Giggleswick Primary School, pupils are proud of their school and their community. There is a strong family feel, with pupils genuinely caring for each other. One pupil said, 'We are all one big family.' Pupils are respectful as they move around school. They speak politely to adults and visitors. Adults have positive relationships with pupils. Pupils are safe.

The school has high expectations for learning and behaviour. The school's values of 'respect, friendship, kindness and love' help pupils to behave well. They are rewarded with house points. Pupils take their responsibilities seriously. As prefects, they are positive role models for behaviour. They lead assemblies on 'magnificent manners'.

Pupils understand and respect difference. They welcome new pupils. They have a clear understanding of democracy and how this is used in school to vote. They know how to stay safe online. They understand different religions and recognise that some people do not have a faith. They know it is important to respect all beliefs. This helps them to understand that discrimination of any kind is wrong.

The school provides regular opportunities for pupils to contribute to the local community. Pupils benefit from opportunities such as participating in services at the village church and taking part in the local 'flowerpot trail'. Parents and carers provide valuable support to the school through, for example, fundraising for new books and equipment.

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

The school has designed an ambitious curriculum. The curriculum is clearly sequenced. It sets out the key knowledge that pupils need to learn from early years to Year 6. The curriculum is adapted so that pupils with special educational needs and/or disabilities (SEND) access the same learning and achieve well. Right from the early years, children build their mathematical knowledge over time. Pupils enjoy working together to solve mathematical problems. However, older pupils do not always apply their knowledge consistently. Some pupils do not have quick and accurate recall of number facts, including multiplication tables.

In lessons, a variety of approaches are used to teach activities that help pupils to remember the intended curriculum. Teachers present new learning clearly. Learning is presented to a high standard in all areas of the curriculum. At the end of a unit of work, teachers check how well pupils have learned the content. Leaders know how well pupils are achieving in phonics and mathematics. They use this information effectively to plan pupils' next steps. However, the school's systems to check pupils' learning in some curriculum areas, including in the early years, are not developed consistently. In these areas of the curriculum, the school does not have a clear understanding of how well pupils are learning over time.

The school's programme for phonics is highly effective. As pupils learn more sounds, they read with increasing confidence. Children begin phonics as soon as they start in Reception. The books that pupils read match the sounds that they know. This helps pupils to practise and apply their phonics knowledge. Staff provide effective support for pupils who are not keeping pace with the programme. These pupils are given the support they need to catch up quickly. However, there is more to do to develop the key stage 2 reading curriculum. Some older pupils are not able to read as confidently and fluently as they could.

Children get off to strong start in Reception. The early years curriculum is clearly sequenced in all areas of learning. Communication and language are prioritised. Key vocabulary is deliberately identified. Staff in the early years have strong subject knowledge. Activities are carefully chosen to engage children's interest. The early years environment is calm and purposeful, both indoors and outdoors. Children are confident to access their learning independently. Staff are well trained in developing children's communication and language skills. Children talk confidently about their learning. Pupils with SEND are supported effectively by adults who know them well.

Strong routines are quickly established right from the early years. Pupils are engaged in lessons and make valuable contributions. Lunchtime is calm and sociable. Pupils get on well with each other. There is a systematic approach to managing behaviour and attendance.

The personal development curriculum has been carefully considered to ensure it is age-appropriate. Pupils have a secure understanding of what it means to be healthy, both physically and mentally. There is a number of extra-curricular clubs that capture different interests. Educational visits are purposeful and relate to the curriculum in a meaningful way.

The school has made carefully considered improvements in a short time. Leaders, including governors and the local authority, strive to improve the school further. They have built capacity by strengthening wider leadership roles across the federation. This means that the school has capacity for continued improvement.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some older pupils do not have the skills to recall multiplication and number facts with speed. This means that they struggle to answer more complex mathematical problems accurately. The school should ensure that the mathematics curriculum identifies the strategies that will allow pupils to build an automatic recall of multiplication tables and number facts.

- In some areas of the curriculum, including in the early years, the school's assessment systems are not fully developed. This means that the school does not have a secure understanding of the essential knowledge that pupils are remembering. The school should continue to develop an effective system to check how well pupils learn and retain key knowledge.
- In the key stage 2 reading curriculum, the school has not identified the most important knowledge that it wants pupils to learn. This means that some pupils are developing gaps in their reading knowledge. The school needs to develop a clearly sequenced approach to teaching reading in key stage 2 to ensure that all pupils become confident and fluent readers.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	121392
Local authority	North Yorkshire
Inspection number	10290078
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	Andrew Bradley
Headteacher	Catherine Maddocks (Executive headteacher)
Website	http://www.giggleswick-pri.n-yorks.sch.uk/
Date of previous inspection	21 June 2022, under section 8 of the Education Act 2005

Information about this school

- The school is part of the Ribblesdale Federation of Schools.
- The executive headteacher has been in post since January 2023.
- The school does not use any alternative provision.
- There is a breakfast club run by the school on site.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors met with the executive headteacher, assistant headteachers and the special educational needs coordinator.
- Inspectors met with a representative from the local authority and members of the governing body.
- Inspectors carried out deep dives in early reading, mathematics and music. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors heard pupils read to a familiar adult.
- Inspectors observed pupils' behaviour in lessons, around the school, at playtime and at lunchtime. Inspectors spoke with pupils about their views of the school and their learning, behaviour and safety.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered responses to Ofsted's online questionnaire for staff and pupils and Ofsted's online survey for parents and carers, Ofsted Parent View, including comments received via the free-text facility. Inspectors also talked to parents in the school playground.

Inspection team

Nicola Beaumont, lead inspector

His Majesty's Inspector

David Roundtree

Ofsted Inspector

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