

# Inspection of a good school: Goosnargh Whitechapel Primary School

Church Lane, Whitechapel, Preston, Lancashire PR3 2EP

---

Inspection date: 22 March 2024

## **Outcome**

Goosnargh Whitechapel Primary School continues to be a good school.

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

Pupils are happy to attend this friendly, caring school. From the beginning of the Reception Year, they learn to be respectful and considerate of others. This helps to build a strong sense of community, where everyone is welcomed.

The school has high expectations of pupils, including those with special educational needs and/or disabilities (SEND). Pupils across the school work hard to meet these expectations. Most pupils achieve well.

Pupils behave sensibly and enjoy their learning. They swell with pride when their kindness and positive behaviour earns a 'mini mention' in assembly. Pupils told inspectors that they know that staff will help them with any problems or worries that they may have.

Pupils benefit from a wide range of opportunities to develop their talents and interests. Many compete in sports events and perform music or dance for their peers. They told inspectors that this helps them to build their self-confidence.

The school ensures that pupils' learning is firmly rooted in their local community and the surrounding countryside. For instance, pupils regularly take part in traditional events and festivals. They enjoy school outings to walk on the fells that they can see from their classroom windows.

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

The school has adopted a curriculum that is ambitious for pupils, including for pupils with SEND. The school has thought carefully about the knowledge that it wants pupils to acquire. The curriculum ensures that pupils encounter this knowledge in gradual steps. It also encourages pupils to connect what they know across different subjects. This helps pupils to remember what they have learned.

Published data for 2023 shows that pupils in Year 6 made less progress in reading than the national average. This was in part due to the legacy of the COVID-19 pandemic and the effect that this had on these pupils' learning. Recently, the school has strengthened the curriculum in reading. This has included introducing a new phonics programme. As a result, current pupils typically fare better. They read increasingly well.

Children in the Reception class learn phonics from the outset. This gets their reading off to a strong start. Staff ensure that pupils read from books that are well matched to the sounds that they already know. Pupils in key stage 2 spoke with insight about their favourite novels and the poems that they had recently enjoyed learning about. The school has ensured that pupils who have gaps in their reading knowledge receive the support that they need to catch up. However, from time to time, some staff use reading strategies that are less helpful to pupils.

In the main, staff deliver the curriculum well. They use their subject expertise to explain new concepts and vocabulary clearly. Teachers check regularly whether pupils' earlier learning is secure. Often, they use this information to adapt curriculum delivery so that pupils revisit learning that they have not fully grasped. On occasions, however, some errors that pupils make when they read go unnoticed by staff. This hinders some pupils' development into accurate, fluent readers.

The school has a thorough approach to identifying any additional needs that pupils may have. Teachers are well informed about the best ways to support pupils with SEND and provide them with the help that they need to learn alongside their classmates. In the main, these pupils achieve well.

Pupils focus well on their learning. Children in the Reception class quickly learn to follow school routines. These habits become second nature as pupils move through key stages 1 and 2. Staff help pupils to reflect on how their conduct can have a positive impact on each other. This helps to ensure that classrooms are calm and purposeful environments where learning is prioritised.

Most pupils attend school regularly. The school works closely with the families of a small number of pupils who are persistently absent. This work is often successful. These pupils' attendance levels are improving.

The school provides opportunities that support pupils' personal development well. Pupils learn about different cultures and faiths. This enhances their understanding of the wider world. Older pupils are proud to take on positions of responsibility. They act as reading buddies and take turns to serve their classmates at lunchtime. These experiences help pupils to become caring and responsible members of their community.

Well-informed governors provide the school with a strong sense of purpose. They ensure that the school's resources are used effectively. Staff accept that workload in a small school can sometimes be challenging, however, they are full of praise for the support that they receive. For example, governors have ensured that staff have enough time to carry out their roles effectively.

## Safeguarding

The arrangements for safeguarding are effective.

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

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

- At times, some staff do not implement the phonics programme as it is intended. This slows some pupils' progress towards becoming fluent and accurate readers. The school should ensure that all staff develop the skills and expertise needed to deliver the phonics programme with fidelity.

## 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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in February 2019.

## 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 (DfE) 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

<b>Unique reference number</b>	119154
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10321356
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	94
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Julie Seed
<b>Headteacher</b>	Nicola Noblett
<b>Website</b>	<a href="http://www.whitechapel.lancsngfl.ac.uk">www.whitechapel.lancsngfl.ac.uk</a>
<b>Dates of previous inspection</b>	12 and 13 February 2019, under section 5 of the Education Act 2005

## Information about this school

- Two other providers operate from the same premises as this school. These providers are registered separately with Ofsted, on the Early Years Register. They were not considered during this inspection.
- The school does not make use of any alternative provision for pupils.

## Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors completed deep dives in early reading, mathematics and history. They met with subject leaders, visited some lessons, reviewed pupils' work and spoke with teachers and pupils. An inspector also listened to some pupils from Years 1 to 3 read to a familiar adult.
- Inspectors spoke to leaders about the curriculum in other subjects.

- Inspectors scrutinised a range of documentation. They spoke with the headteacher and senior leaders throughout the inspection. An inspector also met with the SEND coordinator.
- The lead inspector met with some governors, including the chair of the governing body. He also spoke with a representative of the local authority by telephone.
- To evaluate the effectiveness of safeguarding, 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 the responses to Ofsted Parent View, including the free-text comments. They also considered the responses to Ofsted's online survey for staff. There were no responses to Ofsted's survey for pupils.

### **Inspection team**

Ben Hill, lead inspector

His Majesty's Inspector

Cleo Cunningham

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2024