

Inspection of an outstanding school: Gisburn Primary School

Burnley Road, Gisburn, Clitheroe, Lancashire BB7 4ET

Inspection date:

17 April 2024

Outcome

There has been no change to this school's overall judgement of outstanding as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

What is it like to attend this school?

Pupils are happy at this small and welcoming school. They are well cared for. The school's motto, 'give them wings so they can fly', is brought to life daily. Staff support pupils to become confident and responsible learners. Pupils enjoy learning and they are proud of the many leadership roles and responsibilities that they hold.

The school has high expectations of pupils' academic success. Most pupils, including pupils with special educational needs and/or disabilities (SEND), achieve well and are ready for the next stage of their education. However, some pupils have gaps in their subject-specific vocabulary and knowledge. This means that their achievement is uneven overall.

Pupils behave well in lessons and at playtimes. They are respectful to one another. Pupils enjoy the rewards and the 'shining stars' that they receive for behaving well and working hard.

Pupils appreciate the range of enrichment activities that the school provides for them beyond the academic curriculum. For example, they eagerly take part in dodgeball, running club and sports competitions. Pupils in key stage 2 conscientiously organise lunchtime activities, such as art, for younger pupils. These experiences enable pupils to develop exciting new interests and find unexplored talents.

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

The school has developed an ambitious and well-thought-out curriculum from the beginning of the early years to the end of key stage 2. Staff are provided with helpful

guidance so that they know what pupils should learn and when this should happen. In the main, staff choose appropriate activities and resources to help pupils to learn. Typically, staff explain new concepts clearly and use a range of strategies to check on pupils' understanding.

In a small number of subjects, some pupils have insufficient opportunities to recap and consolidate their learning. At times, gaps in pupils' knowledge, including in subject-specific vocabulary, go unchecked. This sometimes makes it difficult for pupils to make connections between their existing knowledge and new learning. Added to this, from time to time, the activities that some staff choose to deliver the curriculum do not support pupils to deepen their knowledge as well as they could. Occasionally, this hinders how well some pupils learn, including for pupils with SEND.

Reading is at the heart of the school's curriculum. Pupils benefit from reading a wide range of interesting books that are well matched to the sounds that they already know. Staff receive training so that they deliver the phonics programme effectively. Staff routinely check pupils' phonics knowledge and ensure that less confident readers receive the support that they need to catch up quickly. As a result, pupils develop into confident and fluent readers in readiness for key stage 2.

Pupils with SEND access the same ambitious curriculum as their peers. There are effective systems in place to identify pupils' additional needs. The school ensures that pupils with SEND receive the support that they need to achieve well.

Children in the early years, and pupils across the rest of the school, behave sensibly during lessons and at playtimes. They are supported to play cooperatively and to follow the school's rules. Where needed, staff quickly and effectively provide pupils with reminders about the school's expectations of their conduct. Most pupils attend school regularly.

Pupils benefit from plentiful opportunities to learn how to stay safe and to protect their well-being. For example, they know how to keep safe online and how to maintain their physical health. Pupils learn about the differences between people, including religion and the make-up of different families. They learn the importance of treating everyone with respect. These experiences prepare pupils well for life in modern Britain.

Those responsible for governance work closely with the school to ensure that pupils benefit from a high-quality education. Staff appreciate the support that they get from the school to manage their workload, including when carrying out additional tasks. Most staff are proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, pupils do not get enough chances to recap on what they have learned previously. Sometimes, gaps in their subject vocabulary and knowledge are not picked up well enough. This means that pupils cannot always apply what they have learned previously to new learning. In these subjects, the school should strengthen staff's strategies to check pupils' prior learning and subject vocabulary. This is to ensure that pupils know more and remember more over time.
- Occasionally, the activities that staff select to deliver the curriculum do not help pupils to deepen their knowledge as effectively as they could. This hinders some pupils, including some pupils with SEND, from learning all that they could. The school should support staff in designing learning activities that support pupils to acquire and remember knowledge securely over time.

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 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 outstanding in January 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 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 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	119270
Local authority	Lancashire
Inspection number	10337658
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	140
Appropriate authority	The governing body
Chair of governing body	Kate Sherry
Headteacher	Lisa McCloskey
Website	www.gisburn.lancs.sch.uk
Dates of previous inspection	15 and 16 January 2019, under section 5 of the Education Act 2005

Information about this school

- The school does not make use of any alternative provision for pupils.
- The school runs a breakfast club and an after-school club.

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 met with the headteacher and other school leaders.
- The lead inspector met with governors, including the chair of governors, and spoke to a representative of the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and physical education. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke with teachers, spoke with some pupils

about their learning and looked at samples of pupils' work. The lead inspector also observed some pupils read to a familiar adult.

- 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 observed pupils' behaviour during lessons and at lunchtime.
- Inspectors reviewed a range of documents, including leaders' evaluation of the school's strengths and areas for improvement and documents relating to pupils' behaviour and attendance.
- Inspectors spoke with pupils during meetings and around school at lunchtime. Inspectors also reviewed responses to Ofsted's online survey for pupils.
- Inspectors considered the responses to Ofsted Parent View, including the free-text comments. Inspectors also spoke with some parents during the inspection.
- Inspectors reviewed the responses to Ofsted's online survey for staff.

Inspection team

Victoria Burnside, lead inspector

His Majesty's Inspector

Gareth Counce

Ofsted Inspector

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