

Inspection of a good school: Goosnargh Oliverson's Church of England Primary School

Goosnargh Lane, Goosnargh, Preston, Lancashire PR3 2BN

Inspection dates:

19 and 20 June 2024

Outcome

Goosnargh Oliverson's Church of England Primary School continues to be a good school.

What is it like to attend this school?

Pupils are proud ambassadors for their school. They flourish due to the positive relationships that they have with staff, who look after them well. In the early years, children make a positive start to their education. Pupils light up the school with their smiles and laughter. They are happy.

Pupils, including those with special educational needs and/or disabilities (SEND), respond well to the high aspirations that the school has for their achievement and conduct. They achieve well. Pupils show positive behaviour during lessons and around school. They treat each other with kindness and consideration.

Pupils make the most of opportunities to develop their talents and interests. These opportunities include a variety of sports, arts and music clubs. All pupils are encouraged to take part in the school's musical productions. Pupils become confident and independent young people.

As school councillors, pupils have an active role in helping to improve the school. They aspire to the many leadership positions that are available to them. For example, pupils act as sports leaders, prefects and chaperones to younger pupils when they visit the theatre. Pupils raise money for local and national charities.

Pupils enjoy trips, such as to museums, cathedrals and different countries. These visits help them to deepen their understanding of the wider world. Pupils enjoy taking part in adventurous activities, including during residential stays.

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

Governors carry out their statutory duties effectively. They have an accurate view of the school's performance. Governors provide appropriate support and challenge to the school.

They assure themselves about the quality of education that pupils receive. The governing body has worked closely with the school to create a welcoming culture where everyone is included and valued.

The school has designed an ambitious curriculum. It has thought carefully about the important knowledge that pupils should learn and when they should learn it. This includes for children in the provision for two-year-olds. Pupils achieve well across a broad range of subjects. Their knowledge builds securely over time. In the early years, including in the Nursery class, children make a strong start to their education. They are well prepared for the demands of key stage 1.

Staff use their subject knowledge expertly to design activities that help pupils to learn the curriculum well. The school accurately identifies the additional needs of pupils with SEND. These pupils receive the support that they need to learn the curriculum alongside their peers. Children in the early years benefit from highly effective interactions with staff. They become curious about the world around them.

In the main, staff make regular checks on what pupils know and remember. However, on occasion, the gaps and misunderstandings that some pupils develop in their learning are not addressed promptly enough by staff. This means that these pupils move on to new learning before they are ready.

The school has an accurate understanding of pupils' reading needs. Children in the Nursery class build their vocabulary through joining in with stories, rhymes and songs. Staff deliver the phonics programme consistently well, which children learn from the start of the Reception Year. Pupils who have gaps in their phonics knowledge receive the help that they need to catch up quickly. The books that pupils read from match the sounds that they already know. This helps them to become confident and fluent readers.

The books that pupils read make a valuable contribution to their understanding of the world. For example, they learn about the importance of honesty, doing good deeds and the many differences that exist between people.

Pupils attend school regularly. They are highly motivated in their learning. Pupils work extremely well together during lessons. Children in the provision for two-year-olds learn to share and to take turns. The school provides intelligent support to help a small number of pupils who need this to successfully manage their own behaviour.

Pupils are exceptionally well prepared for life in modern Britain. They know how to keep themselves physically and mentally healthy. Pupils know the signs of a healthy relationship and how their body changes as they grow. They enjoy learning about faiths and cultures that are different from their own.

Staff appreciate opportunities to work as a team, such as when designing the curriculum. The school prioritises their well-being and considers their workload carefully. Staff carry out their roles with enjoyment and pride.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- On occasions, the school is not quick enough to identify and rectify the gaps and misconceptions in some pupils' knowledge. This means that these pupils move on to new learning before they are ready. The school should support staff in addressing pupils' gaps in learning, so that pupils successfully build the depth of knowledge that they should.

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 second ungraded inspection since we judged the school to be good in May 2015.

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	119564
Local authority	Lancashire
Inspection number	10348189
Type of school	Primary
School category	Voluntary aided
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	200
Appropriate authority	The governing body
Chair of governing body	Sian Elcomb
Headteacher	Helen Sant
Website	www.oliversons.co.uk
Date of previous inspection	14 May 2019, under section 8 of the Education Act 2005

Information about this school

- This Church of England school is part of the Diocese of Blackburn. The last section 48 inspection, for schools of a religious character, took place in February 2017. The next section 48 inspection is due to take place by 2026.
- The school does not make use of any alternative provision for pupils.
- The school provides early education for children from the age of two years old.
- The school provides a breakfast and after-school club for pupils.

Information about this inspection

- Inspections are a point-in-time inspection judgement about the quality of a school's education provision.
- This was the first routine inspection that the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in his evaluation of the school.
- The inspector carried out deep dives in the following subjects: early reading, science and history. For each deep dive, the inspector 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 inspector met with the headteacher and other school leaders.
- The inspector held meetings with members of the governing body, including the vice chair of governors. He also spoke to a representative of the local authority and the school's improvement adviser.
- The inspector met with leaders to discuss SEND, pupils' behaviour and attitudes and the provision for pupils' wider development.
- The inspector observed some pupils from the Reception Year, Year 1 and Year 2 read to a familiar adult.
- The inspector considered responses to Ofsted Parent View, including the free-text comments. The inspector also considered responses to the staff survey. There were no responses to the pupil survey. The inspector gathered the views of staff and pupils throughout the inspection.
- To evaluate the effectiveness of safeguarding, the inspector reviewed the single central record and took account of the views of leaders, staff and pupils. He considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector observed pupils' behaviour during lessons and at social times.

Inspection team

Andy Cunningham, lead inspector

His Majesty's Inspector

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