

Gisburn Road Community Primary School

Gisburn Road, Barnoldswick, Lancashire, BB18 5LS

Inspection dates 28–29 April 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Good leadership and management have eradicated weaknesses in teaching. As a result, teaching is consistently good.
- Pupils, including disadvantaged pupils, make good progress, especially in reading.
- Children get off to a good start in the early years because the provision is effective.
- Teaching is consistently good. Marking is used effectively to help pupils improve their work.
- Pupils say that they feel safe and behaviour is good. Pupils enjoy school as shown by their above-average attendance.
- Good provision is in place for pupils' spiritual, moral, social and cultural development.
- Leaders, including middle leaders, support the headteacher well and have played their part in improving the quality of education the school provides, including teaching and achievement.
- Governance is strong both in supporting and also in holding leaders to account.

It is not yet an outstanding school because

- Teaching is not yet outstanding and, as such, pupils' progress is good rather than rapid.
- At times the most able pupils are given work to do that is too easy for them.
- Attainment is lower than it should be as a result of some weak teaching in the past.
- The quality of pupils' writing in subjects such as science does not match that found in their literacy books.

Information about this inspection

- The inspectors observed teaching in all year groups. The inspectors also observed group work and listened to pupils reading. They observed pupils as they arrived for school and at break and lunchtimes.
- The inspectors carried out a scrutiny of pupils' work.
- Discussions were held with the headteacher, staff and members of the governing body, and with representatives from the local authority.
- A wide range of documentation was considered, including systems for tracking pupils' progress, safeguarding arrangements, policies, a record of the leaders' and managers' lesson observations and pupils' work in their books.
- Pupils' views of the school were gathered through informal discussions with individual pupils in lessons and at break and lunchtimes. Discussions were also held with representative groups of pupils in Key Stages 1 and 2 and with parents.
- Inspectors considered 22 responses to the online parental questionnaire (Parent View) and also considered responses from the school's own questionnaire.

Inspection team

Geoffrey Yates, Lead inspector

Additional Inspector

Mark Williams

Additional Inspector

Full report

Information about this school

- The school is similar in size to most primary schools nationally.
- The majority of pupils are White British.
- The proportion of pupils from minority ethnic groups is below average.
- The proportion of disabled pupils and those who have special educational needs is below the national average.
- The proportion of disadvantaged pupils, those supported through the pupil premium, is above the national average. The pupil premium is additional funding for pupils who are known to be eligible for free school meals and children who are looked after by the local authority.
- In 2014, the school did not meet the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- Nursery education is part time. Reception education is full time.
- There have been significant changes in staffing since the previous inspection.

What does the school need to do to improve further?

- Improve the quality of teaching so that pupils make even better progress by making sure that:
 - the work the most able pupils are asked to do is set at the right level and is not too easy
 - the quality of pupils' writing in subjects such as science and in topic work matches that found in their literacy books
 - marking continues to be effective in helping pupils to know what they need to do to improve their work, with pupils taking good notice of the comments made
 - good practice in aspects of teaching is shared more.
- Improve pupils' attainment so that by the end of Year 6, attainment in reading, writing and mathematics is at least in line with the national average.

Inspection judgements

The leadership and management are good

- The actions taken by the highly determined headteacher, with the strong support of senior staff and governors, have led to the elimination of weak teaching and ensured that teaching across the school is now good. As a result, pupils now make good progress and academic standards are rising.
- The accurate monitoring of teaching and learning, with prompt action taken to address identified weaknesses, has been one of the keys to the school's success. While there is some sharing of good practice of different aspects of teaching this is not consistent across the school.
- The other key mover is the successful management of staff performance. Staff training makes sure that there is a strong focus on improving standards. This can be seen in the improvements in reading provision.
- The middle leaders support the work of the headteacher well. The work that they do ensures that pupils experience a good range of learning opportunities with any gaps in learning identified and addressed.
- The school's self-evaluation is accurate. The school's plans for bringing about further improvement are well judged.
- Good relations are promoted effectively throughout the school. Leaders are successful in ensuring that discrimination of any sort is not tolerated and demonstrate a strong commitment to equality of opportunity.
- Child protection and safeguarding have a high priority. Leaders ensure all government requirements are met and that the building is a safe environment in which to learn. Arrangements are effective in ensuring that pupils are safe and looked after well both inside and outside on the playground.
- The local authority has supported the school well since the last inspection and sees the school as now being good.
- The curriculum is matched suitably to pupils' needs with the key priority aimed at pupils developing their basic skills well. However, when pupils use their writing skills in subjects across the curriculum the quality of writing does not reflect the quality of writing found in their literacy books.
- The school uses additional funding well in order to support disadvantaged pupils. As a result, these pupils are making good progress and gaps between their achievement and that of others, both within the school and nationally, are closing.
- The school does all it can to develop in pupils an understanding of life in modern Britain and is very much a part of life in the local community. For example, to celebrate the month of May the school goes out into the community on the first of that month to perform traditional maypole dancing.
- Pupils' spiritual, moral, social and cultural development is promoted very strongly across the curriculum. Many opportunities are taken to teach pupils how to value and respect one another and this is reflected in their good behaviour.
- The provision for disabled pupils and those who have special educational needs is good and increasingly well managed.
- The additional primary school sport funding is used effectively to improve pupils' physical well-being. For example, increasing numbers of pupils are taking part in out-of-school sporting activities.
- **The governance of the school:**
 - The governing body, following a review of its effectiveness, has taken decisive action to not only support the school well but also to provide a good level of challenge. As such, inspection evidence points to governance being of a good quality. Governors play a strong part in leading the school even further forward. Governors place a high importance on safeguarding and on pupils' well-being as well as on the school improving pupils' achievements through better teaching. They ensure that the systems to check the performance of teachers are thorough, including an analysis of performance data and information about teaching quality. The governing body uses the pupil premium funding effectively to make sure it has a good impact on the achievement of eligible pupils. It has a good knowledge of how the additional primary school sports funding is used for the benefit of pupils.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good.
- Pupils behave well not just in classrooms but also around school. Where at times there is immature

behaviour, it is dealt with effectively.

- Around the school pupils are always very willing to help visitors. For example, during this inspection, on this large site they were keen to help inspectors who had not found the school entrance they were looking for.
- During play times pupils demonstrate care and concern for one another.
- Pupils are very keen to learn and are happy to share their learning with their classmates. For example, Year 5 pupils talk enthusiastically about the work they have done linked to a study of the Amazon.
- Pupils' work is mostly presented well, demonstrating their good attitudes to learning. Older pupils are proud to talk about how much they enjoy learning to play the saxophone or in taking part in a practice for the maypole dancing event.
- A scrutiny of records and observations during the inspection show that behaviour over time is usually good.
- Staff are aware of the importance of understanding pupils' personal needs, as well as their academic needs. This they do well and this is an important factor in making sure pupils make good progress. Support staff, including a family learning mentor, are effective in what they do.
- The school is successful in fostering high-quality relationships and there are good opportunities provided in the curriculum to promote pupils' spiritual, moral, social and cultural development. Pupils have positive views on the importance of helping those less fortunate than themselves.
- Pupils respond well to the opportunities provided for them to take on school responsibilities. These include jobs in the classroom, being a member of the school council, or serving local townspeople from the school's stall selling home produced products. One school council member commented that, 'I am honoured to have been chosen.'

Safety

- The school's work to keep pupils safe and secure is good.
- Pupils have a good understanding of how to keep safe and are very confident that any issues they raise will be dealt with promptly by the school. They recognise dangers when using the internet and know how to avoid these problems.
- For their age, pupils have a good understanding of different types of bullying, including racist name calling or making fun of others for their lifestyle or choices. They report that any bullying is sorted out quickly.

The quality of teaching is good

- Pupils say that they enjoy coming to school because the work they are asked to do is interesting and teachers help them to learn well.
- Leaders' actions ensure that since the last inspection weaknesses in teaching have been eliminated, resulting in teaching now being consistently good.
- Regular monitoring by senior staff has highlighted precisely just what needed to be done to improve the quality of teaching.
- Teachers now make good use of marking to help pupils improve their own work. Pupils enjoy the start-of-the-day regular challenge to learn from the comments teachers have made to make their work better.
- A major strength of teaching is the strong emphasis given to the importance of establishing high-quality relationships. For example, pupils know that if they do not understand something help will be provided and anything they say in response to teachers' questions will be valued.
- Mathematics is taught well. For example, in Year 2, pupils are keen to use their number skills to work out mathematical problems.
- Teaching assistants are deployed well across the school and make a valuable contribution to pupils' learning.
- Teachers plan work that provides mostly a sufficient level of challenge. However, there are examples of the work that the most able pupils are asked to do that is too easy.
- Phonic skills (the sounds that letters make) are taught effectively. Across the school other reading skills are now also taught well and pupils have good opportunities to use their skills. For example, Year 6 pupils talk enthusiastically about why they choose or not choose a book.
- Pupils' work in books shows that writing is taught increasingly well. However, the quality of writing in other subjects does not always reflect that found in pupils' literacy books.

The achievement of pupils is good

- Evidence from the school's tracking data, a survey of work in pupils' work books, other work seen, hearing pupils read and holding discussions with pupils clearly shows that the progress of current pupils is good.
- In 2014, the school did not meet government floor standards. However, strong leadership and good improvements made to the quality of teaching, including more effective use of assessment information, have brought about improvements in pupils' progress. Underachievement has now been eliminated and standards are rising. Current Year 6 pupils' attainment is already much closer to nationally expected levels for the end of the key stage than in the previous year, when attainment, especially in reading, was below average.
- Work is still in progress to raise attainment further because the impact of weaker teaching in previous years still has to be fully addressed. However, attainment in reading is now in line with that expected nationally.
- Younger pupils' learning about letters and sounds is now secure so that by the end of Year 1 an average number of pupils reached the standard expected for their age in the national screening for phonics (the sounds that letters make).
- By the time they leave the school, pupils have better reading skills and clearly enjoy reading widely. Pupils asked about how much they enjoyed reading made very positive comments such as, 'Reading helps me see pictures in my mind and I go into a different world.'
- Pupils across the school are now making good progress in reading and the school has taken effective action to make sure the drop in pupils' attainment in reading in Year 6 last year has been addressed.
- The school has focused successfully on making sure pupils have a good understanding of how to write in different styles and that pupils of all attainment levels achieve well and make good progress. While much of the writing content is of a good quality, the same quality is not seen consistently in topic or science books.
- Progress for all groups of pupils is good in mathematics. Pupils have good basic number skills and opportunities are provided for them to use their skills well in solving challenging mathematical problems.
- The most able pupils make good progress in reading, writing and mathematics but in previous years have not benefited from the good teaching that they now receive. However, at times, the work they are asked to do is too easy, which slows their rate of progress. The proportion of the most able pupils exceeding the nationally expected levels for their age has improved, but work continues to be done to raise their attainment further.
- Disabled pupils and those who have special educational needs are making the same good progress as other pupils. They are well supported.
- The results achieved by disadvantaged pupils in reading, writing and mathematics in the 2014 national assessment indicate that they were a half term above other pupils in the school in writing. There was no attainment gap in mathematics but a gap of about a year in reading. They made expected progress when compared to others nationally in writing and mathematics but less than expected progress in reading. These results also show that disadvantaged pupils' attainment was below, by about a year, with other pupils nationally in mathematics and writing and by two years in reading. Records of the achievement of disadvantaged pupils currently in the school show that they are catching up rapidly with their classmates in reading and there is no gap in mathematics and writing. This demonstrates the school's success in narrowing the gaps between disadvantaged pupils' achievements and that of other pupils.
- The additional primary school sport funding is used well. Pupils now enjoy a wider range of sporting opportunities and uptake is high. As a result, they have acquired better skills now in sport and physical education.

The early years provision is good

- Children enter the early years with skills and abilities that are below those typical for their age. They now make good progress so that by the start of Year 1 an increasing number of children have reached good levels of development for their age and, as a result, are well placed to start work in Year 1.
- Disabled children and those with special educational needs, and the most able, make as much progress as other children.
- Children's welfare is a priority; they are looked after well, they feel safe in school and they behave well. The settings are calm and purposeful. Despite the limitations of buildings on two sites and limited outside facilities for Reception children, the learning environment is organised well and, as a result, children want

to learn.

- Teaching in the early years is good. Accurate assessments are carried out that are used to provide children with exciting activities, which help to develop their curiosity and imagination. Children are confident in their learning and know what they want to do. A small group of children were observed enjoying jumping in puddles in the outside area and took advantage of the activity to count the number of jumps they made. Other children made their own decisions about which plastic insect they were going to investigate using a magnifying glass.
- Children have good attitudes to learning. They listen well and for their age concentrate well. They show good developing skills in early reading, writing and number. For example, younger children accurately count the items displayed on the school whiteboard.
- The children have developed good relationships with each other and the adults supporting them. They are confident carrying out the daily routines.
- Good partnerships with parents have been developed. They are welcomed into school to take part in activities.
- Leadership in the early years is good. Leaders have finally been successful in moving towards establishing a newly designed outside area in which children can continue their learning. This demonstrates the commitment of staff to strive constantly to provide the very best start for the children that they can.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	119265
Local authority	Lancashire
Inspection number	462319

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	244
Appropriate authority	The governing body
Chair	Caron Longden
Headteacher	Nicola Walker
Date of previous school inspection	25 June 2013
Telephone number	01282 812287
Fax number	01282 851169
Email address	office@gisburnroad.lancs.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

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, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2014

