

# Inspection of Gisburn Road Community Primary School

Gisburn Road, Barnoldswick, Lancashire BB18 5LS

---

Inspection dates:	29 and 30 April 2025
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Outstanding</b>
Previous inspection grade	Good

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

Gisburn Road is a truly inclusive school where pupils, and children in the early years, thrive in a nurturing environment. Pupils show high levels of respect for each other and for adults. Pupils are happy and safe at school. They are cared for very well. Staff are always available for pupils to speak to if they have any worries. Pupils work hard in lessons and enjoy their playtimes together. Most pupils respond well to the high expectations the school has of their achievement. This means that pupils learn successfully and are typically ready for their next steps.

The school's vision of being a place 'where family and learning unite' is realised through the highly positive relationships between the school, its pupils and their parents and carers. Preparing pupils to become active and respectful citizens is a high priority. Routines are set from the early years, where children learn to work cooperatively together. Pupils behave exceptionally well. Any pupils who struggle to manage their emotions receive the help they need from caring staff who know them well.

All pupils have access to an impressively wide range of extra-curricular activities. These include team-building and adventurous activities. These experiences help pupils to become confident and independent young people.

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

Pupils benefit from an ambitious curriculum. The knowledge, skills and key vocabulary that pupils learn is clearly set out from the early years to Year 6. The curriculum prepares most pupils well for each stage of their education. However, some older pupils have not had time to benefit from the school's recent work to improve aspects of the curriculum in a small number of subjects. At times, these pupils do not achieve as well as they could.

Staff in the early years are extremely well trained to deliver the meticulously crafted curriculum with infectious enthusiasm. Every opportunity is grasped to support and extend children's communication and language skills.

In most subjects, staff design appropriate and engaging activities to ensure that pupils learn key knowledge securely. They use their strong subject knowledge to check on what pupils know and remember. Staff use this information to address any gaps. Pupils remember much of what they have learned, and in most subjects pupils build their knowledge securely. However, at times, the activities that pupils complete do not help them to develop sufficient depth of knowledge in a small number of subjects. When this happens, pupils do not learn as much as they should.

The school is ambitious for pupils with special educational needs and/or disabilities (SEND). It identifies their additional needs accurately. The school ensures that staff receive detailed information about the needs of pupils with SEND. This information is used to give pupils the help that they need. The school ensures that pupils with SEND participate fully in the same curriculum and wider opportunities as their peers.

The school ensures that pupils develop a love of reading. Well-trained staff teach the phonics programme effectively. Pupils who need further support to learn to read benefit from precisely targeted sessions that help them to catch up quickly. Most pupils gain the knowledge and skills that they need to read with confidence and fluency. Children in the early years enjoy learning about patterns of sounds in words through stories, songs and rhymes. The 'reading fairy' regularly delivers new books that pupils have requested. Older pupils speak with enthusiasm about authors and books that they particularly enjoy.

Pupils are exceptionally polite and respectful and demonstrate exemplary levels of motivation towards their learning. The school has taken robust action to improve pupils' attendance. This has resulted in rates of attendance continuing to rise.

The school's approach to supporting pupils' personal development is exceptional. It provides a wealth of opportunities for all pupils to engage in enriching activities that develop their talents and interests. Pupils learn how to stay safe and how to look after their physical and mental health. Pupils discuss their differing beliefs maturely and respectfully.

Pupils have an active involvement in school life. They take on an extensive range of responsibilities such as reading ambassadors. Older pupils are proud of their role supporting their youngest peers. They are known by the title of 'gardeners', who have the important job of looking after younger 'seeds'.

Governors carry out their roles effectively. They work well with leaders to ensure that all pupils benefit from the education the school provides. Staff appreciate the consideration that the school has for their well-being. They are given the time and resources that they need to carry out their duties well. Parents hold the school in high regard.

## **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, the activities that pupils complete do not help them to develop a secure knowledge of the subjects that they study. This prevents some pupils from achieving as well as they could. The school should ensure that it supports staff to design learning activities that prepare pupils well for each step in their education.

## 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

<b>Unique reference number</b>	119265
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10348148
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	199
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Rachel Waddington
<b>Headteacher</b>	Nicola Walker (co-headteacher) Laura Toor (co-headteacher)
<b>Website</b>	<a href="http://www.gisburnroad.com">www.gisburnroad.com</a>
<b>Dates of previous inspection</b>	22 and 23 June 2021, under section 8 of the Education Act 2005

## Information about this school

- There is a before- and after-school club, which is run by the school.
- The school does not make use of any alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation 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 co-headteachers and other school leaders.
- Inspectors carried out deep dives in the following subjects: early reading, mathematics and history. 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 a sample of pupils' work.
- The lead inspector observed pupils read to a familiar adult.
- Inspectors discussed the curriculum and reviewed pupils' work in some other subjects.
- 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.
- The lead inspector held a meeting with representatives of the governing body, including the chair of governors. She spoke to a representative of the local authority.
- Inspectors considered responses to Ofsted Parent View, including the free-text comments. They considered responses from staff and pupils to Ofsted's online surveys.
- Inspectors spoke with pupils about their experiences of school and their views of behaviour and bullying.
- Inspectors observed pupils' behaviour during lessons and at breaktimes and lunchtimes.
- Inspectors spoke with staff about their workload and well-being.

### Inspection team

Cleo Cunningham, lead inspector	Ofsted Inspector
Louise McArdle	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 2025