

Inspection of Gilberdyke Primary School

Scalby Lane, Gilberdyke, Brough HU15 2SS

Inspection dates: 14 and 15 May 2024

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Requires improvement

The headteacher of this school is Melissa Shirley. This school is part of Hull Collaborative Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Estelle Macdonald, and overseen by a board of trustees, chaired by Malcolm Mathias.

What is it like to attend this school?

Warm and caring relationships are at the heart of everything that Gilberdyke Primary School has to offer. Pupils, from early years onwards, benefit consistently from a high quality curriculum. Wide-ranging opportunities beyond the classroom help pupils to flourish here. The school is ambitious for every pupil. The school's high expectations ensure that pupils, including those with special educational needs and/or disabilities (SEND) and those who are disadvantaged achieve consistently strong outcomes. Many pupils achieve better in national tests than other children nationally.

All members of the school community consistently live out the school's values. Pupils talk knowledgably about the values as '4Rs and an A'. From Nursery onwards, pupils show exceptional conduct and behaviour in school. In lessons, adults go the extra mile. This helps pupils develop excellent learning habits. Pupils have positive attitudes to their learning. They contribute well in lessons.

Pupils are proud to take part in activities that impact positively on the school and the wider community. Pupils are very well prepared for their future lives, in an age-appropriate way. Pupils thrive in the numerous leadership roles the school offers them. These responsibilities enable pupils to play a highly visible role in all aspects of school life. For example, anti-bullying ambassadors support pupils' well-being.

Parents and carers value what the school has to offer. One parent said, 'They have been nurtured to develop as fully as possible, at a pace tailored to them'.

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

Experienced and well-informed leaders have shaped a highly ambitious curriculum for all pupils including those with SEND. The aspirational curriculum is carefully mapped out from early years to Year 6. This ensures pupils routinely revisit key concepts. The school makes tangible links with the key stage 3 curriculum. This helps pupils to be well prepared for their secondary education. The school's curriculum provides high levels of challenge so pupils achieve their potential. In lessons, teachers have strong subject knowledge to teach the curriculum confidently. They introduce knowledge in small steps. Teachers select activities that make links to previous learning well. They check pupil's understanding regularly. Lessons are adapted to address any misconceptions quickly. Pupils practise what they have learnt before. This enables them to deepen their knowledge and understanding. For example, in mathematics pupils work in pairs to demonstrate their learning to each other.

The reading offer, starting in early years, inspires pupils to be enthusiastic, fluent and confident readers. The phonics programme has been carefully thought out to extend and develop pupils' reading knowledge. Reading books are well matched to pupils' ability. Adults meticulously check pupils' phonic knowledge. They quickly identify those who need support. Teachers read and discuss high-quality texts with

pupils to deepen their reading knowledge. The strong reading culture promotes reading extensively. Pupils enjoy the weekly book club where they have the opportunity to explore and recommend books. The 'super 7' texts ensure pupils experience a full library of familiar texts. In early years, stories and rhymes bring vocabulary to life. Children enjoy retelling familiar stories. For example, children worked together to develop a story map. This secure, well thought out approach to reading ensures pupils receive a consistent offer from early years to Year 6.

The early years curriculum is skilfully designed to prioritise children's language and communication. The early years environment enables children to quickly build curiosity and enthusiasm for learning. Indoor and outdoor areas are well organised with activities that develop children's imagination. Well-trained adults take every opportunity to expertly extend children's learning. Children talk confidently to each other and adults. Key vocabulary is identified and regularly revisited.

Pupils consistently demonstrate exemplary manners. They are considerate of each other and the adults that they work with. Strong routines ensure children in early years quickly become confident and resilient learners. There is an embedded culture of respect across school. Staff notice when pupils display these qualities and reward them for doing so. These include 'house points', 'golden acorns' and 'work of the week'. Pupils have a strong sense of responsibility and accept the consequences if behaviour is not as expected. The school has a supportive but firm approach to promoting attendance and supporting families. This has proved highly effective, with attendance rates improving greatly.

The school uses its personal development offer to help pupils to be broad minded, independent, aspirational and self-assured. One pupil said, 'the teachers are always supportive, they teach us how to be self-assured'. Pupils debate different topics with maturity, such as, equality and discrimination. Pupils learn in depth about protected characteristics, religions and beliefs. They have a secure understanding of how to stay safe online.

The school's progress since the last inspection is clear. Staff and leaders at all levels are extremely proud of their school. They focus effectively on ensuring there is continuous improvement. Pupils are at the centre of these decisions. Leaders consider the workload and well-being of staff when making changes. Staff greatly appreciate the efforts of leaders to support their development.

Safeguarding

The arrangements for safeguarding are effective.

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	144471
Local authority	East Riding of Yorkshire
Inspection number	10297444
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	198
Appropriate authority	Board of trustees
Chair of trust	Malcolm Mathias
CEO of the trust	Estelle Macdonald
Headteacher	Melissa Shirley
Website	gilberdykeprimary.org.uk
Dates of previous inspection	29 and 30 September 2021, under section 5 of the Education Act 2005

Information about this school

- The school is part of Hull Collaborative Academy Trust.
- The school does not use any alternative provision.
- There is a breakfast and after-school club run by the school on site.
- The school has a Nursery for three and four-year-old children.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement 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 headteacher, deputy headteacher and the special educational needs coordinators.
- Inspectors met with leaders from the trust including the chief executive officer. They also met with members of the trust board and members of the local tier board.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history and physical education. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors heard pupils read to a familiar adult.
- Inspectors also discussed the curriculum in some other subjects.
- Inspectors observed pupils' behaviour in lessons, around the school, at playtime and at lunchtime. Inspectors spoke with pupils about their views of the school, their learning, behaviour and safety.
- 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 responses to Ofsted's online questionnaire for staff and pupils. They also considered the views of parents and carers using Ofsted's online survey for parents and carers, Ofsted Parent View, including free-text comments. Inspectors also talked to parents in the school playground.

Inspection team

Nicola Beaumont, lead inspector

His Majesty's Inspector

Lynda Florence

Ofsted Inspector

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