

# Inspection of a good school: St Gabriel's Church of England Primary School

Tonge Roughs, Aspinall Street, Middleton, Manchester M24 2BE

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Inspection dates:

13–14 November 2019

## Outcome

St Gabriel's Church of England Primary School continues to be a good school.

## What is it like to attend this school?

St Gabriel's Primary is a welcoming and happy place. Staff, pupils and parents are all proud of their school. Pupils feel safe and say that their school is 'like a family'. They value how teachers make learning fun and interesting for them. Many of the pupils spoken to said that they enjoy coming to school.

If pupils have any worries they know that someone will help them. Pupils state that bullying is rare. They are confident that adults would sort it out quickly if it happened. Pupils behave well and they work hard in lessons. They are polite and well-mannered. Staff have high expectations and aspirations for all pupils to be the best that they can be.

Pupils value the responsibilities they have across the school. This includes being 'eco-warriors' and helping younger children at lunchtime. Pupils take part in a wide range of clubs, including art, drama and sport. Pupils talk with pride about the connections they have with other children in the South African school they write to.

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

Leaders put children at the heart of what they do. Governors know the school and the local community well. They visit school regularly and talk to pupils about their learning.

Leaders and staff have designed a curriculum that is well balanced and interesting. Teachers implement the curriculum effectively. Teachers carefully check to make sure that all topics cover the national curriculum in enough depth. They ensure that pupils gain knowledge and understanding in a logical order. This helps pupils to remember more. Teachers plan some topics around pupils' interests. This motivates pupils to learn and contributes to pupils achieving well across the curriculum. Pupils are well prepared for the next stage of their education.

Pupils enjoy geography. Leaders report that, 'It's our job to show them the world.' Talking to pupils about their work shows that their understanding and knowledge develop well.

For example, Year 6 pupils talk confidently about the different trade routes for several countries around the world.

Reading is given a high priority. The phonics programme is structured and well sequenced to support pupils' progress with reading. A high proportion of pupils meet the phonics screening check in Year 1. Adults have the knowledge to teach reading well. They support pupils to overcome particular barriers that hinder their learning. Pupils say that they love reading. They enjoy the wide variety of books they read, or have read to them, at school.

Pupils achieve well in mathematics. Teachers make activities interesting and challenging. This contributes to pupils' enjoyment of the subject. Teachers have a good understanding of this subject. They plan work which develops pupils' knowledge. Pupils also develop the ability to work out calculations quickly. However, in some year groups, there are not enough opportunities for pupils to use their knowledge to work out mathematical problems.

Children settle well into Nursery because they are well cared for and feel happy. Across the early years, teachers give a high priority to developing children's early mathematics, language and communication skills. Children make strong progress in the early years and are prepared well for Year 1.

The needs of pupils with special educational needs and/or disabilities (SEND) are supported well. Teachers adapt their plans appropriately. Pupils with SEND access the full curriculum. They are successful in their learning. Leaders work highly effectively to support vulnerable pupils. Staff ensure that these pupils are well supported. The effective use of the 'nurture' room supports pupils' development well.

Pupils' personal development is strong. They enjoy the regular debates in class, on such topics as climate change or racism. Pupils are proud of how their school celebrates diversity. They develop positive learning habits and attitudes. These will enable them to make an effective contribution to society. Pupils are well motivated and there is little disruption to learning in classes. The nurturing and inclusive culture of the school enables pupils to succeed.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders work highly effectively to support vulnerable pupils. Staff work with agencies proactively in order to address any concerns. The work on raising awareness of such issues as misuse of social media and county lines has been very well received in the local community. Staff are well trained to spot signs that pupils may be at risk of harm. Teachers know what to do if they have concerns about a pupil. Pupils told me that they value the learning about well-being and safety. For example, they found the recent talk about the dangers of social media useful. The majority of parents agree that their children are safe and happy at school.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- Leaders have not ensured that pupils in all classes have regular opportunities to solve more complex mathematical problems. This means that, in some classes, pupils do not have enough opportunities to apply their mathematical knowledge and understanding. Leaders should ensure that all pupils have opportunities to solve mathematical problems, so pupils can deepen their knowledge and understanding.

## 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 a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

## 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 Ofsted Parent View information 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	105808
<b>Local authority</b>	Rochdale
<b>Inspection number</b>	10058006
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	218
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Miss Janet Bailey
<b>Headteachers</b>	Mrs Karen Race and Mrs Linzy Brown
<b>Website</b>	<a href="http://www.stgabrielsce.co.uk">www.stgabrielsce.co.uk</a>
<b>Date of previous inspection</b>	18–19 November 2014

## Information about this school

- The headteacher's role is currently temporarily held as a job share by the two co-headteachers.
- The National Society Statutory Inspection of Anglican and Methodist Schools took place on 5 November 2015.

## Information about this inspection

- During the inspection, I spoke with pupils, both formally and informally, about their work and school life. I spoke with members of the governing body, a representative of the local authority, the headteacher, deputy headteacher and members of staff.
- I reviewed a range of documentation, including information about pupils' attendance, safeguarding and checks undertaken on newly appointed staff. I also looked for evidence of gaming or off-rolling.
- I considered 23 responses to Ofsted's online survey, Parent View. There were no responses from the online staff survey or pupils' survey.
- I looked in depth at reading, mathematics and geography. I discussed the arrangements for the curriculum and teaching with curriculum leaders and senior leaders. I visited lessons and then talked with pupils about what they had been

learning. I looked at pupils' books in these subjects and discussed pupils' learning with teachers.

### **Inspection team**

Simon Hunter, lead inspector

Her Majesty's Inspector

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