

Serco Inspections  
Cedar House  
21 William Street  
Edgbaston  
Birmingham  
B15 1LH

**Ofsted**  
T 0300 123 1231  
Text Phone: 0161 6188524  
enquiries@ofsted.gov.uk  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

**Serco**  
Direct T 0121 683 3888



3 March 2011

Mrs K Corley  
Headteacher  
Gunthorpe Primary School  
The Pentlands  
Hallfields Lane  
Gunthorpe  
Peterborough  
PE4 7YP

Dear Mrs Corley

### **Ofsted monitoring of Grade 3 schools: monitoring inspection of Gunthorpe Primary School**

Thank you for the help which you and your staff gave when I inspected your school on 2 March 2011, for the time you gave to our phone discussions and for the information which you provided before and during the inspection. Please also pass on my thanks to the pupils and governors for their help during the inspection.

The number on roll is rising and an additional classroom has been added to the accommodation this year. The proportion of pupils known to be eligible for free school meals has increased, as has the percentage of pupils who are at the early stages of learning English. The movement of pupils leaving and joining the school, other than at the usual times, is higher than average. An Early Years Foundation Stage leader joined the school in September 2010.

As a result of the inspection on 21 October 2009, the school was asked to address the most important areas for improvement which are set out in the annex to this letter.

Having considered all the evidence I am of the opinion that at this time the school has made satisfactory progress in making improvements and good progress in demonstrating a better capacity for sustained improvement.

Last year's results for pupils in Year 6 were well below average and a significant minority of pupils did not make the expected amount of progress. In contrast, in Year 6 this year, learning and progress are good and pupils are expected to attain higher outcomes in English and mathematics. A large majority are on track to make two levels progress from their starting points in Year 2. The school's attainment tracking data show that pupils with special educational needs and/or disabilities and

September 2010



those learning to speak English make similar progress to all pupils. Overall, pupils' achievement is satisfactory, although rates of progress vary across the year groups.

The school continues to place a high priority on raising attainment and accelerating progress. A comprehensive approach to tracking and analysing attainment is giving teachers a much clearer view about how well pupils are doing and who requires additional support. Meetings are held regularly to discuss pupils' progress. During these, leaders consider teachers' assessments and identify any pupils who may be making less than expected progress. Ability setting has been introduced in mathematics, and targeted pupils are benefiting from their inclusion in individual and group intervention programmes and booster sessions. Pupils are given more opportunities to use their literacy and numeracy skills across the curriculum. New curriculum leadership in science has resulted in improvements in provision, including strengthening teaching and assessment. Leaders acknowledge that there is still work to do to increase the level of challenge for more able pupils, so that more gain higher levels of attainment in English and mathematics.

The proportion of good teaching has increased since the last inspection, although it has yet to reach the target set for the school. During the monitoring inspection, good teaching was observed in Year 6 and in Reception. A significant proportion of teaching remains satisfactory with improvements still required in matching learning to pupils' abilities. Teachers have benefited from guidance and support from local authority consultants to help improve the quality of planning and assessment. The specific needs of all pupils who require additional support are systematically recorded, and the deployment of teaching assistants is now aligned more precisely to pupils' learning needs. Staff have received guidance on how best to manage the learning of pupils whose first language is not English, and these pupils were fully included in the lessons observed during the inspection. Senior leaders regularly observe lessons and provide teachers with detailed feedback on strengths and aspects that require improvement. There are suitable plans in place to include middle leaders in the school's monitoring programme to involve them more in evaluating the quality of teaching and learning within their areas of responsibility.

Provision in the Early Years Foundation Stage has improved well since the last inspection. The learning environment has been reorganised to enable all Reception children to benefit from a full range of stimulating learning activities, both indoors and outside. New resources have been purchased and staff make these accessible for children to use independently. Children now enjoy a well-balanced programme of adult-led and self-directed learning opportunities, which are based on a weekly theme and include the chance to pursue personal interests. The teaching of early literacy and numeracy skills is managed well; consequently, outcomes for children are improving. Attainment remains below average but children make at least satisfactory progress through the year. The newly appointed early years leader has a clear view about how to strengthen provision further, including sharpening the approach to assessing and recording learning and improving transition into Year 1.

The school's capacity to bring about sustained improvement is better now than at the time of the last inspection. Leaders communicate strongly their vision for improvement and leadership roles are shared more widely among staff. The governing body has also reorganised its systems for keeping a check on how well the school is doing.

The school has received good support from the local authority. English and mathematics consultants have worked with staff on improving the quality of teaching, learning and assessment, as part of the local authority's intensive support programme. Training and guidance have been provided for the member of staff responsible for coordinating the support for pupils who are at the early stages of learning English. A leading teacher for early years education has helped Reception staff improve provision, planning and assessment. Local authority partners have also worked with the headteacher to evaluate the progress made with improvements since the inspection.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Rob McKeown  
**Additional Inspector**

## Annex

### The areas for improvement identified during the inspection which took place in October 2009

- Improve pupils' achievement in English, mathematics and science by:
  - increasing the level of challenge for more-able pupils
  - giving pupils more opportunities to develop and apply skills across the curriculum
  - ensuring that all teachers take responsibility for accelerating pupils' progress in their classes.
  
- Raise the quality of teaching and learning throughout the school by:
  - increasing the proportion of lessons that accelerate pupils' learning to at least 80%
  - matching the support given to pupils with special educational needs and/or disabilities more closely to their individual needs
  - providing training for staff in how best to support pupils who speak English as an additional language
  - involving staff more widely in monitoring and evaluating the quality of teaching and learning.
  
- Improve provision in the Early Years Foundation Stage by:
  - giving children more opportunities to make their own choices and pursue their own interests
  - enhancing the quality of support for children as they are learning independently
  - ensuring that resources to support activities both inside and outdoors are equally stimulating.