

The Gonerby Hill Foot Church of England Primary School

Inspection report

Unique Reference Number	120524
Local Authority	Lincolnshire
Inspection number	358780
Inspection dates	17–18 May 2011
Reporting inspector	Lynne Blakelock

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	322
Appropriate authority	The governing body
Chair	Rob Jackson
Headteacher	Peter Riches
Date of previous school inspection	1 July 2008
School address	Gonerby Hill Foot Grantham NG31 8HQ
Telephone number	01476 565800
Fax number	01476 569647
Email address	enquiries@gonerbyhillfoot.lincs.sch.uk

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M2 7LA

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Introduction

This inspection was carried out by three additional inspectors, who observed 11 teachers in 18 lessons. The inspectors held meetings with a group of pupils, with subject leaders and with a representative of the governing body. They observed the school's work, and looked at documentation about pupils' achievement, samples of their work, the school development plan and a range of policies relating to safeguarding. They analysed staff and pupil questionnaires and the 107 questionnaires returned by parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- It investigated the effectiveness of leadership and management in monitoring, evaluating, and responding to the school's own findings about the quality of provision.
- It explored the progress made by pupils in mathematics.
- It determined the quality of provision and support for pupils with special educational needs and/or disabilities.

Information about the school

The school is larger than the average primary school. Most pupils are White British. A below average proportion have a statement of special educational needs, of which most relate to moderate learning difficulties. The proportion known to be eligible for free school meals is low.

The school has achieved a number of awards, including the Basic Skills Quality Mark, the Sport England Active Mark, the Excellence in Sport Award and the Platinum Ambassador Award for the Sing-up initiative. It was awarded National Healthy Schools Status in 2009.

A substantial building programme has recently been completed, and includes an information and communication technology (ICT) suite and a music room.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory school. Pupils reach average levels of attainment in English and mathematics by the end of Year 6, reflecting their satisfactory progress. There are some good aspects to the school's work. The Early Years Foundation Stage, for example, provides an effective start to children's education that results in their good progress. Pupils' personal development is good and their attendance levels are high. They are cared for well, within a secure and caring environment. Pupils enjoy a wide range of after-school and enrichment activities, which broaden their education and enable them to develop new skills and interests.

Although the quality of teaching is consistently good in the Early Years Foundation Stage, there is some inconsistency in the older year groups and it is satisfactory overall. Where there is good teaching, particularly in Year 5 and Year 6, tasks provide a good level of challenge to meet pupils' needs and accelerate their progress, often through carefully planned opportunities for independent learning. However, in some lessons tasks are not always considered carefully enough so activities are too hard or too easy, and this slows the rate of progress. This is also the case for the pupils who have special educational needs and/or disabilities, although the individual and small group support provided for them is carefully focused and is quickening the currently satisfactory pace of their progress. Joint planning in year groups and a clear focus on particular skills are helping all groups of pupils to move forward in mathematics, so that they achieve satisfactorily. When pupils have targets, inspection evidence shows that the quality of learning improves. However, they are not used regularly enough as a major focus in lessons to drive improvement.

The headteacher and deputy headteacher responded appropriately to a dip in attainment by improving the systems for monitoring the school's performance. They are not all yet fully effective in ensuring systematic and focused evaluation of all aspects of the school's work, and reviewing of the actions taken. As a result, the school's estimation of the impact of these actions is sometimes over-generous. Senior and middle leaders are increasingly driving improvement through their monitoring work, even though the roles, responsibilities and the accountability of leaders and managers are not yet fully defined. The governing body plays a satisfactory role. It supports the school's work and ensures that safeguarding practices are effective, but does not yet gather enough first-hand information to challenge school performance effectively and steer improvement. Overall, the school has a satisfactory capacity to move further forward.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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What does the school need to do to improve further?

- Raise attainment and accelerate progress so it is consistently good, by ensuring that:
 - there is an accurate match of activities to pupils' needs so that pupils of all abilities can achieve well
 - targets are a major focus in lessons so that pupils know, understand and use them to promote good progress.
- Increase the effectiveness of leadership and management at all levels in driving the school forward, by making sure that:
 - monitoring and evaluation of the performance of the school are robust and regular, based on effective systems, and lead to actions that are continually reviewed
 - leaders and managers have clear roles, responsibilities and targets to enable them to accelerate pupils' progress
 - the governing body has enough independent information to be able to influence the school's direction.

Outcomes for individuals and groups of pupils

3

Children join Reception with knowledge and skills at the levels expected for their age. Boys and girls achieve similarly through the school because tasks take into account the different ways in which they like to learn. Pupils' progress through Key Stage 1 is accelerating as a result of the school's reading and writing strategies. More-able pupils achieve well in all year groups when tasks incorporate elements such as higher-order thinking skills and problem-solving activities enable them to apply the skills they have learnt in unfamiliar tasks. However, these pupils do not always reach higher levels, mostly because of the variability in the quality of teaching. In a good numeracy lesson, Year 5 pupils enjoyed learning because they were involved from the start. Clear teaching, a brisk pace and plenty of opportunities to build up their skills enabled pupils to make good progress in rounding-up numbers. Pupils with special educational needs and/or disabilities benefit from regular reinforcement of the specific skills they are learning, so that they all achieve satisfactorily. For example, in a literacy lesson, a small group of pupils moved forward confidently in their understanding of a text, because questioning was carefully thought out to encourage the next steps in learning.

Pupils say that they feel safe in school. They speak confidently about how to stay safe in a variety of situations, aided by daily routines and practices and a relevant programme that runs through the school. Similarly, they have a good understanding of the importance of adopting healthy lifestyles, which they demonstrate through healthy lunch boxes, the high take-up of sporting activities outside school hours and a good understanding of the importance of keeping healthy. Pupils' good spiritual, moral, social and cultural understanding is demonstrated in their respect for others, their strong sense of right and wrong and their understanding of the importance of fairness and equality. Their cultural understanding is satisfactory and is a developing aspect of the school's work. Pupils have a wide and varied range of opportunities to develop their personal skills, such as through the school council and by being house captains. Such activities, along with their average

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attainment by the end of Year 6 and their good behaviour, contribute to their satisfactory preparation for secondary school and later life.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Pupils show enthusiasm for learning as a result of positive relationships with staff, and good classroom management contributes to their enjoyment. In good lessons, tasks are planned carefully to match their abilities and quicken their progress. This is not consistently the case though, and this is the primary reason why pupils' progress over time is not better than satisfactory. Pupils like learning for themselves and usually have sufficient time to practise what they have found out. They like sharing their ideas with their learning partners. Questioning is often helpful in extending pupils' knowledge and understanding of their learning. Teaching assistants regularly contribute to this and most are effective in promoting pupils' learning. Marking is usually good in literacy, telling pupils of their achievements and sometimes how to move forward. Marking in mathematics tends to be cursory in some classes. While there is some evidence of targets, such as in writing, they are not a consistent focus in learning, so pupils are vague about what they are and how to achieve them.

The school is making learning more creative, which pupils appreciate. This is increasingly happening through broad themes that encourage their greater involvement. Links between subjects, including the promotion of specific literacy and numeracy skills, are developing.

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Good continuity between the Early Years Foundation Stage and Key Stage 1 in the way that pupils learn helps them to move forward. Provision for pupils with special educational needs and/or disabilities focuses on their individual needs in short, regular sessions, sometimes through one-to-one support. The school has identified those pupils with a specific gift or talent and supports them through links with a neighbouring secondary school which have resulted, for example, in a programme for those with a particular gift in mathematics. Specific provision for them in lessons is at an early stage. The school provides an effective and popular programme of enrichment, through visits, visitors and lunch and after-school clubs. Music provision, a strength of the school, has increased, along with ICT, as a result of the school's building programme.

Pupils trust the staff, who know them well. The school coordinates the guidance and support of pupils effectively from its secure understanding of their individual needs. This is backed up by good links with specialist agencies and regular communication with parents and carers. Communication between home and school is a positive feature, contributing to parents and carers' continuing confidence in the school. They have regular opportunities to support their children's learning, for example through special workshops. Pupils move up happily to their next class and to secondary school, due to careful arrangements that take into account their needs.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Staff share common goals, and an ambition to move the school forward. There is a more secure foundation to school improvement and sustainability now that more thorough systems have been introduced. As a result, the senior leaders have an accurate idea of the levels at which pupils are working and their progress. Nevertheless, there is further work to be done to ensure evaluation of all aspects of the school's work takes place, including more regular and detailed reviewing of the impact of its initiatives on the quality of teaching and learning. Leaders are moving their areas forward satisfactorily as they increasingly focus on pupils' progress although delegation of roles, responsibilities and accountability is not always clear.

The governing body, led by a chair who has an accurate understanding of the needs of the school, demonstrates satisfactory effectiveness but does not gather enough independent information to be able to determine the school's future direction. It oversees safeguarding arrangements effectively through well-organised systems for evaluating its practices and procedures, and regular reviews them. An appropriate focus on equality of opportunity results in pupils of all groups making satisfactory progress from their different

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starting points, and being involved in all school activities. Partnerships are varied and combine well to promote pupils' good personal development. Community cohesion is being promoted soundly, although this is a developing aspect and is not yet built into learning as a matter of course. Despite some particular strengths in terms of the internal school community and local partnership links, there is some unevenness in the coverage of socio-economic, religious and ethnic strands.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children in the Early Years Foundation Stage show eagerness to start learning. A wide range of activities and resources promote their interest, both in the classroom and outdoors. The outside area is large and used effectively as an extension to classroom learning and to promote children's skills in, for example, using large toys and vehicles. During the inspection it was used well to promote a pirate theme, which extended across a range of activities both inside and outside. Children make good progress in all areas of learning because they have lots of opportunities to practise their skills and discover for themselves. Writing materials, for example, are laid out across all areas so that the children can practise their letters at any time. Daily routines encourage children's knowledge of the importance of behaving safely, the foods that are healthy and the importance of kind and caring behaviour. The staff record children's learning regularly and carefully, using the results to plan their next steps.

The leaders and managers' continuing training and their good understanding of the learning and developmental needs of the children are resulting in provision being strengthened further. The increase in child-led activities, for example, is broadening children's learning through their greater independence and a range of other personal and inter-personal skills. There is effective communication with parents and carers before their

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children start school, and throughout the Early Years Foundation Stage. This leads to the school's accurate knowledge of children's needs and is significant in their prompt start to learning and parents and carers' good capacity to support their children's education.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Most of the parents and carers who responded to the questionnaire were supportive of all aspects of the school's work. All felt that the school kept their children safe and were happy overall with their children's experiences. Most parents and carers agreed with all of the other statements. A number of comments were made by parents and carers. Most were positive, including statements about the caring ethos of the school and the good quality provision for music. There were a small number of concerns, including the extent of provision for the more-able pupils. The school knows this is an area for further development.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at The Gonerby Hill Foot Church of England Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 108 completed questionnaires by the end of the on-site inspection. In total, there are 322 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	70	65	37	34	0	0	0	0
The school keeps my child safe	79	73	29	27	0	0	0	0
My school informs me about my child's progress	41	38	62	57	4	4	0	0
My child is making enough progress at this school	54	50	51	47	3	3	0	0
The teaching is good at this school	56	52	48	44	1	1	0	0
The school helps me to support my child's learning	59	55	48	44	0	0	1	1
The school helps my child to have a healthy lifestyle	47	44	60	56	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	44	41	52	48	4	4	1	1
The school meets my child's particular needs	49	45	55	51	1	1	1	1
The school deals effectively with unacceptable behaviour	48	44	50	46	7	6	1	1
The school takes account of my suggestions and concerns	45	42	56	52	4	4	1	1
The school is led and managed effectively	72	67	32	30	3	3	0	0
Overall, I am happy with my child's experience at this school	72	67	36	33	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



19 May 2011

Dear Pupils

**Inspection of The Gonerby Hill Foot Church of England Primary School,
Grantham NG31 8HQ**

On behalf of the inspection team, thank you for being so helpful during our recent visit. Your views about your school are very important and we enjoyed listening to your opinions about what you learn and the activities that you are involved in. We send our congratulations to you on your high attendance.

Your school is a satisfactory school. You reach average levels in English and mathematics. Although some teaching is good, it is variable and your progress overall is satisfactory. Your personal development is good thanks to a range of responsibilities and activities, including popular after-school clubs. You feel safe in school and are well cared for by the headteacher and staff. Your parents and carers agree. We are pleased that the school is encouraging learning through a variety of ways, such as themes that enable you to learn in greater depth and also to find out more for yourselves.

The school can perform better. I have asked your headteacher to make sure that the work you are given is at the right level to enable you all to make quicker progress and reach higher standards. In order to encourage this, I have also asked him to make sure that you all have your own targets to aim for and that they are a main focus in lessons. You must know and understand them and how to achieve them. Your headteacher and other members of staff are going to check the work of the school more regularly and thoroughly to make sure that its actions are helping you to move forward in your learning more quickly.

I know that you will want to help the school to make these improvements by working as hard as you can and by focusing on your targets.

Yours sincerely

Lynne Blakelock

Lead inspector

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