

# Gateway Primary School

## Inspection report

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<b>Unique Reference Number</b>	123016
<b>Local Authority</b>	Oxfordshire
<b>Inspection number</b>	380570
<b>Inspection dates</b>	27–28 September 2011
<b>Reporting inspector</b>	Angela Kirk

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	285
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	George Fox (acting)
<b>Headteacher</b>	Elaine Roberts
<b>Date of previous school inspection</b>	18 June 2009
<b>School address</b>	Netheravon Close Carterton OX18 3SF
<b>Telephone number</b>	01993 842189
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<b>Age group</b>	4–11
<b>Inspection date(s)</b>	27–28 September 2011
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## Introduction

This inspection was carried out by three additional inspectors. They visited 20 lessons, observing 12 teachers. Meetings were held with staff, groups of pupils and representatives of the governing body. Inspectors observed the school's work, scrutinised pupils' books, monitoring and assessment information, policies, safeguarding documents and teachers' planning. Inspectors analysed questionnaires from staff and pupils as well as 107 questionnaires from parents and carers.

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

- The amount of progress made by all pupils especially in Key Stage 2.
- Whether teaching is good enough to improve achievement, given the mixed-age classes and recent changes to staffing.
- How well the leadership and management identify, monitor and improve outcomes for all pupils.

## Information about the school

Gateway is an average-sized primary school. Approximately 90% of pupils are from service families stationed at a nearby Royal Air Force (RAF) base. This means that the number of pupils who enter and leave the school other than at the normal time is much higher than average and the number on roll fluctuates considerably. Most pupils are of White British heritage. The proportion of pupils with special educational needs and/or disabilities is broadly average. Their needs mainly relate to moderate learning difficulties, behavioural, social and emotional difficulties and speech and language difficulties. The proportion known to be eligible for free school meals is lower than average. The headteacher was appointed as acting head in September 2010, the post being made substantive in April 2011. Six teachers were new to the school in September 2011, one of these being the assistant headteacher and four of these being newly qualified teachers. There has been an acting Chair of the Governing Body since the beginning of term.

**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

Gateway Primary is a satisfactory school. Attainment is now average by the time pupils leave the school although progress across the school is inconsistent. In Key Stage 2 last year many pupils made much better progress in Year 6 than in Years 3, 4 and 5. Most children achieve satisfactorily through the school.

Children make a positive start to their schooling in the Early Years Foundation Stage because of the warm, welcoming environment which nurtures good relationships and trust. Pupils are able to articulate their understanding of balanced diets well and the take up of sporting activities is now on the rise following effective action by the school to increase participation. Pupils say that they enjoy school and attendance is above average. Pupils are keen to help those less fortunate than themselves and often undertake fund raising or sponsored activities for charities. Pupils say that they feel safe and that most pupils' behaviour is satisfactory.

Teaching is inconsistent and ranges from good to inadequate. Where teaching is less than good, the work does not always challenge all of the pupils and where the pace of learning slows, pupils' attention wanes. Given the wide range of abilities in the mixed-age classes, this is impacting on pupils' progress. Some teachers plan lessons very well and are using techniques effectively so that pupils know exactly what they need to do to be successful in their learning, but this good practice has not been shared effectively across the school. Care, guidance and support are satisfactory in the school, with particular strengths in support and care for pupils whose circumstances make them vulnerable. The staff and members of the governing body understand many of the challenges that parents, carers and children face given the nature of work in the RAF, including adults being deployed to active service. The school has evidence from many parents and carers praising support that their family has received from the school.

Self-evaluation is broadly accurate and as a result, senior leaders and members of the governing body recognise that there has been some inadequate progress in the past. They are united in their focus on improving areas of weakness in teaching. The school has now begun to share some of the good practice that exists in teaching. Although opportunities have been limited, there is a trend of improvement in key areas, such as feedback to pupils through marking, and this has been reflected in an improvement in pupils' attainment, which is now broadly average by the end of Year 6. Effective systems to improve and monitor teaching and progress are in place but these do not always concentrate on the specific issues to be addressed. Although the

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governing body has an acting chair, it is well organised and many of its members have undertaken visits to the school. These visits have developed the governing body's understanding of the strengths and weaknesses of the school and provided valuable and interesting insights which are reflected in their written reports. These successful actions taken to address deficiencies confirm the school's satisfactory capacity to sustain improvement.

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.

**What does the school need to do to improve further?**

- Improve the quality of teaching and learning so that approximately 80% is consistently good or better by:
  - raising teachers' expectations of what pupils can achieve
  - ensuring that work challenges all pupils
  - improving the consistency in planning so that pupils are clear about their expectations for success in their learning.
- Raise expectations and improve the consistency in managing behaviour so that it is consistently good across the school.
- Develop a clear strategy where leaders monitor teaching and learning so that:
  - best practice is shared more effectively across the school
  - staff improve their skills in observing and monitoring progress
  - there is a clear plan and criteria for monitoring teaching and learning across subjects.

**Outcomes for individuals and groups of pupils****3**

Children start school with skills that are below those expected. The satisfactory progress that they make in the Early Years Foundation Stage continues through Key Stages 1 and 2 and achievement is satisfactory. Pupils with special educational needs and/or disabilities across the school make similar progress to their peers as a result of some good interventions and useful additional support. The school now carefully tracks the achievement of pupils who enter and leave other than at the normal times and can show that these pupils also achieve satisfactorily. Across the school there is evidence of some accelerated progress for large groups of pupils, such as those in Years 2 and 6 last year, which has helped to overcome previous underachievement. More pupils are now attaining the higher levels at the end of both key stages.

Additional work undertaken with the oldest pupils, including the more able, was particularly successful last year, for example the one-to-one tuition in English and mathematics. Outcomes are best where teachers ensure that all pupils are challenged effectively. For example in a Years 3/4 mathematics lesson, average

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attaining pupils were challenged to put a range of three-digit numbers on a number-line, being careful to place them accurately relative to the differences between each chosen number, while lower attaining pupils were supported by an adult and carefully adapted number lines to achieve this using two-digit numbers. Some teachers ensure that pupils understand what they need to do to be successful in their learning but this is not consistent practice throughout the school. For example, in a Years 5/6 literacy lesson pupils were clear and confident about what form their instructions needed to take to explain how to make a scarecrow.

Pupils say they enjoy school, feel safe and are well looked after. Pupils’ personal development is satisfactory. A few pupils indicated concerns about how the behaviour of a minority had a negative impact on other pupils, but were insistent that there was always someone to listen to them and take swift action. The curriculum explores pupils’ understanding of some real world issues, such as fair trade, and pupils apply their basic skills securely in a range of contexts. As a result pupils’ development of skills to contribute to future economic well-being are satisfactory. Pupils’ spiritual, moral, social and cultural development is satisfactory, with good moral elements. Class rules and charters devised and written by pupils show cohesion and a desire to act corporately, but there are missed opportunities in lessons and in assemblies to develop pupils’ spiritual awareness.

*These are the grades for pupils’ outcomes*

<b>Pupils’ achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils’ attainment <sup>1</sup>	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
<b>The extent to which pupils feel safe</b>	<b>3</b>
<b>Pupils’ behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils’ attendance <sup>1</sup>	2
<b>The extent of pupils’ spiritual, moral, social and cultural development</b>	<b>3</b>

**How effective is the provision?**

The headteacher and senior leaders have been successful in improving many aspects

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

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in the quality of teaching, but there is not yet sufficient good teaching to achieve good progress across the whole school. Most lessons observed during the inspection were satisfactory or better and many teachers used questioning effectively to check and extend pupils’ learning. There is improved feedback to pupils through marking. Teaching assistants are usually deployed effectively to support groups of pupils, including those with special educational needs and/or disabilities, but care is not always taken to ensure that withdrawn pupils do not miss out on other important learning. Teachers’ planning is inconsistent in its quality. A number of teachers do not set the expected outcomes for their lessons high enough for pupils and do not always ensure that work is set at the right level to challenge them all.

A wide range of visits and visitors enriches what is otherwise a satisfactory broad and balanced curriculum. Despite the shared topics in the mixed-age classes, the school has ensured there is careful progression of skills as pupils progress through the school. Effective partnerships with local schools and organisations help to provide additional resources and opportunities. Care, guidance and support for pupils are satisfactory, with appropriate individual and group interventions being in place to support those who fall behind academically. There are improving arrangements for the induction of new pupils and the provision for pupils whose circumstances make them vulnerable is effective. A nurture group is established and although the area is not very stimulating, the school has good examples where individual pupils’ personal development and confidence have improved significantly as a result of the additional support.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The senior leaders and managers and the governing body have the necessary skills and ambition to drive the school forward. The Developing Success Project has proved to be successful for the school over the past year and monitoring of teaching and learning is having a better impact on achievement. The new headteacher has set up an effective system for tracking and evaluating pupils’ progress, including the performance of different groups of pupils. This careful monitoring of all groups of pupils means that gender gaps are beginning to be addressed. The school has evaluated participation and performance of its groups of pupils, indicating some improvements. Teachers now take full responsibility for evaluating and improving the achievements of the pupils in their class. As a result the school has been able to take appropriate action to ensure that equal opportunity is promoted and discrimination is

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tackled successfully. This has resulted in a well-motivated teaching staff, who have a shared vision for the future of the school.

The governing body is developing its understanding of the strengths and areas for improvement in the school but first-hand monitoring visits have not been sufficiently well focused on the school development plan to enable it to challenge the school sufficiently well.

Safeguarding procedures are satisfactory, with a strength being in aspects of health and safety as a result of effective monitoring by the governing body. Appropriate procedures ensure that all pupils feel safe and that their emotional and social needs are met. Checks on the suitability of adults to work with children are thorough and child protection arrangements are secure and updated regularly. Parents and carers are happy with the school. After consultation, the school has tried to improve its communication with parents and carers by increasing the regularity of newsletters. It does not yet regularly seek their opinions in order to impact on other key areas of the school’s provision. Community cohesion is strong locally, but development of links further afield in the United Kingdom and global links with schools in other countries are still not well developed.

*These are the grades for leadership and management*

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

## Early Years Foundation Stage

Children make a settled start as a result of successful induction arrangements. Enjoyment and achievement in the Early Years Foundation Stage is currently satisfactory. Children were observed concentrating and persevering as they painted butterfly shapes and learned about symmetrical patterns. Sometimes concentration wavers when children are left for too long without adult intervention. The choices



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that boys are making are not closely monitored and as a result they can dominate particular play equipment. Good learning was observed as children found out about healthy eating and what Holly and Bunny (glove puppets) should take for their packed lunch on a day’s outing. Children feel safe and secure indoors and outside due to the caring attitudes of key workers and their responsiveness to individual needs. The teachers, who are new to the school, ensure that planning and assessment take account of learning and development needs although next steps are not yet sharp enough to enable best progress. Plans are in place to reorganise the learning opportunities in the outdoor area. Currently the headteacher oversees leadership in the Early Years Foundation Stage and appropriate action is taken to address weakness which has a positive impact on children’s achievement. However there is no permanent leader and as yet no action plan specific to the Early Years Foundation Stage.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

In an above average return most of those parents and carers who responded to the inspectors’ questionnaire were happy with all aspects of their children’s education. Many of the new parents and carers wrote that they were particularly pleased that they had chosen the school for their child/children. A few parents and carers still expressed concern about communication with the school. Inspectors have noted that newsletters have increased and that other communication, such as parents’ and carers’ evenings and availability of staff to support individual concerns, was similar to other schools.

### Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Gateway 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 107 completed questionnaires by the end of the on-site inspection. In total, there are 285 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	65	61	37	35	3	3	1	1
The school keeps my child safe	67	63	37	35	2	2	1	1
The school informs me about my child’s progress	41	38	56	52	7	7	1	1
My child is making enough progress at this school	38	36	59	55	7	7	0	0
The teaching is good at this school	53	50	48	45	4	4	0	0
The school helps me to support my child’s learning	49	46	47	44	8	7	1	1
The school helps my child to have a healthy lifestyle	49	46	50	47	3	3	1	1
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	50	47	2	2	0	0
The school meets my child’s particular needs	45	42	56	52	3	3	0	0
The school deals effectively with unacceptable behaviour	43	40	48	45	4	4	3	3
The school takes account of my suggestions and concerns	44	41	44	41	7	7	2	2
The school is led and managed effectively	48	45	51	48	4	4	0	0
Overall, I am happy with my child’s experience at this school	62	58	39	36	4	4	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



29 September 2011

Dear Pupils

**Inspection of Gateway Primary School, Carterton, OX18 3SF**

Thank you so much for the warm welcome you gave us when we visited your school recently. Our discussions, and your questionnaires, helped us when we were thinking about our findings.

We think that your school is satisfactory. This means that some things are going well, but there are some things that could be better. All the adults in the school take good care of you and you say that they listen to you if you have any worries or concerns. You told us that you feel safe, but some of you outlined your concerns about the behaviour of a small minority of children in the school. We agree that behaviour could be much better. You told us that you enjoy coming to school and it is clear that you take regular exercise and know about the importance of a healthy diet.

We found that, although a number of you make good progress, too many of you only make satisfactory progress because some of the teaching could be even better. In order to improve, we have asked your teachers to make all lessons as good as the best ones, so that you can all make good progress. They will do this by setting work that is at just the right level to challenge you and by making sure that you know exactly what to do to achieve well in the lesson. We have also asked some of the teachers to share their best ideas and expect greater achievements from you in lessons, so do not let us down! We have asked the senior teachers and the governing body to make sure that this happens by continually checking on how well each class is doing.

You can help too by always trying your hardest in lessons, by trying to improve your work, by listening carefully to your teachers' advice and by always demonstrating your very best behaviour in lessons and around the school.

Yours sincerely

Angela Kirk  
Lead inspector

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