

Gunness and Burringham CofE Primary School

Inspection report

Unique Reference Number	118010
Local authority	North Lincolnshire
Inspection number	395756
Inspection dates	27–28 June 2012
Lead inspector	Fiona Gowers

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	99
Appropriate authority	The governing body
Chair	Simon Gardener
Headteacher	Angela Ellis
Date of previous school inspection	19 May 2009
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Introduction

Inspection team

Fiona Gowers

Additional Inspector

This inspection was carried out with two days' notice. The inspector observed eight lessons or part lessons taught by four teachers. Most of these were conducted as joint observations with the headteacher. Several short visits to other lessons were also conducted. The inspector held meetings with pupils, members of the governing body, representatives from local school partnerships, school staff and senior leaders. The inspector observed the school's work and looked at a range of documentation, including those related to school improvement planning, records of pupils' progress, pupils' work and the school's self-evaluation. The inspector scrutinised the 42 questionnaires returned by parents and carers as well as those completed by pupils.

Information about the school

This is smaller than the average-sized primary school. The vast majority of pupils are of White British heritage. Very few pupils speak English as an additional language. The proportion of pupils supported by school action plus or with a statement of special educational needs is well above average. The proportion of pupils known to be eligible for a free school meal has risen since the previous inspection, but remains below average. A significant number of pupils both leave and join the school at other than the usual times. In 2011, the school did not meet the current floor standards which are the government's minimum expectations for pupils' attainment and progress.

The school has received several awards, including a Leading Aspect award for behaviour, Artsmark Gold and the Basic Skills Quality Mark. The school has achieved Healthy School status.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	1
Leadership and management	2

Key Findings

- This is a good school with some notable strengths. The school provides an extremely nurturing and caring environment. Pupils say they feel very safe and their behaviour is excellent. It is good, rather than outstanding because although pupils make good progress across the school they do not always have enough opportunity to extend their learning still further.
- Pupil achieve well. Although levels of attainment fell to below average in 2011, standards have risen and are currently broadly average. Attainment fluctuates from year to year, but is more typically broadly average or above average by the end of Year 6.
- Teaching is of good quality. Teachers manage pupils exceptionally well and foster extremely positive relationships. Lessons are well planned and learning activities are generally adapted well to meet the full range of pupils’ needs. Occasionally, opportunities are missed for pupils to make more rapid progress by working independently and following their own lines of enquiry. Although outdoor provision in the Early Years Foundation Stage has improved, opportunities for other pupils to use the outdoor environment to consolidate and extend their learning across the curriculum are more limited.
- Pupils’ evident enjoyment of their time at school is demonstrated by their consistently high attendance. Pupils show a genuine enthusiasm for learning. The vast majority of parents and carers and pupils greatly value the high quality care provided, typically commenting, ‘the school has been very supportive both to my child and to me. They listen to any concerns and always act above and beyond to help in any way they can.’
- Strong leadership has ensured the school has improved in several key areas since the previous inspection, despite an uncharacteristic drop in attainment in 2011. The leadership of teaching and the management of performance are good. Strong teamwork is evident throughout school. Staff readily and very willingly take on new roles and support each other.

What does the school need to do to improve further?

- Enable all groups of pupils to make more rapid progress by:
 - providing pupils with more opportunities to apply and extend their skills independently and follow their own lines of enquiry
 - ensuring the outdoor environment is used more effectively to help pupils consolidate and extend their learning across the curriculum.

Main Report

Achievement of pupils

Parents and carers who responded to the questionnaire consider their children make good progress and the inspection endorses this view. Achievement is good. Pupils' excellent behaviour makes a very significant contribution to their learning. They work hard and want to succeed. Such great enthusiasm for learning was particularly seen in a Key Stage 1 lesson. Pupils thoroughly enjoyed writing a persuasive report, explaining why their favourite sports or games, such as 'dodge ball' or rounders, should feature in the Olympics. Pupils responded well to the fun and well-structured approach and produced some convincing reports.

Starting points are typically in line with expectations. However, some classes have a well above average proportion of pupils with special educational needs and so overall skills can be lower on entry. Children get off to a good start to their learning in the Early Years Foundation Stage. By the time they join Year 1 many are working securely within the expected levels for their age. Levels of attainment at Key Stage 1 have risen significantly since the previous inspection and pupils make good progress because of improved teaching. Key Stage 1 attainment is currently above average in mathematics, writing and reading.

Levels of attainment in national tests and assessments fluctuate from year to year because of the differing abilities of the small numbers taking the national tests and assessments. Year 6 results dropped significantly to below average in 2011. This was not typical of attainment over time which is generally at or above the national average. School leaders rigorously analysed the contributing factors to this decline. Almost half of the pupils in the class entered and left the school during Key Stage 2. This mobility depressed overall standards at the end of Year 6. However, inspection findings clearly show that the majority of pupils make good progress relative to their starting points. The school's most recent performance data and scrutiny of pupils' work throughout school indicates that the improvements at Key Stage 1 have been maintained and attainment has risen significantly again at Key Stage 2 with a significantly increased proportion working at the higher levels. By the time pupils leave Year 6, pupils' reading skills are in line with those expected for their age.

Through effective self-evaluation the school identified that some boys were not achieving as well as expected. They successfully adapted the content and delivery of the curriculum to meet the interests and needs of boys more effectively. As a result, gaps in the relative achievement of boys and girls are closing. Disabled pupils and those with special educational

needs perform as well as other groups in school, because of the high levels of care and well structured support programmes.

Quality of teaching

Parents and carers are rightly confident that their children are taught well. The quality of teaching has improved, due to careful monitoring by school leadership. Most teaching is of good quality. Most lessons are well structured and learning activities usually meet the full range of pupils' needs. Very positive relationships pervade in all classrooms and this allows teaching to flow without interruption. Teachers have good subject knowledge and teaching assistants generally provide good support as they get to know the individual needs of pupils well. Most lessons proceed at a good pace. Pupils make more rapid progress when teachers have high expectations and enable pupils to follow their own line of enquiry. For example, pupils became fully absorbed in their learning in an upper Key Stage 2 mathematics lesson. While completing multiplication problems some pupils decided to investigate whether they could predict when the answer would be an odd number. Not all pupils have the same opportunities to discuss their ideas or extend their learning independently through their own lines of enquiry. Occasionally, the pace of learning slows because teachers talk for lengthy periods and then pupils sometimes have to wait for the teachers' instructions before they can move onto the next stage of their learning.

Pupils' spiritual, moral, social and cultural development is very well promoted. Adults encourage pupils to be thoughtful and reflective and successfully foster high levels of respect for others. Disabled pupils and those with special educational needs are well supported, because staff get to know their individual needs very well and the school benefits from a wide range of very strong partnerships. The outdoor provision in the Early Years Foundation Stage has improved and this supports boys' learning, in particular. For example, children were motivated to write their own message to put in a bottle, as they had the opportunity to dig for treasure. Following a period of building works the school is now looking to develop the outdoor areas around the school, because older pupils do not have as many opportunities to extend their learning outdoors.

Behaviour and safety of pupils

Pupils' behaviour is exemplary, as recognised in the school's Leading Aspect Award. The pupils themselves have very high expectations of their own and each other's behaviour and conduct. The school's very caring ethos is valued by parents and carers and pupils alike, as a parent typically commented, 'I feel that my child and I are valued at school and my child enjoys his learning.' The school motto encouraging pupils to 'learn together' is clearly evident in the classrooms, as pupils demonstrate high quality team work and genuine care and concern for each other. As a group of pupils agreed, 'Everyone is very kind and friendly at this school.' Levels of attendance are consistently high and reflect pupils' enjoyment of their time at school and the many memorable experiences, such as involvement in the enterprise projects, the 'Wake up Shake Up' festival and the Year 6 sleepover.

Pupils say they feel very safe in school, explaining 'we won't feel scared during the sleepover because we think the school is so safe.' The vast majority of parents, carers and pupils agree that children are extremely well cared for and that incidents of bullying are rare. Pupils explained that if there were any issues it tended to be due to pupils 'falling out' or having a disagreement occasionally. They have a good understanding of the different

types of bullying and say that if there are any incidents of unkind behaviour they are swiftly dealt with by staff at school. Pupils are confident that if they had any worries or concerns they would find some help by using the 'Talk to Box' or talking to their nominated adult in school.

Leadership and management

The headteacher is utterly determined to provide the very best for each individual pupil. She provides inspirational leadership and has a very clear view of how to improve the school further. She is successfully fostering the skills of a new leadership team to this end. Members of the governing body provide very constructive support and challenge. The school benefits from their professional expertise and community links. Governors know the school well because many are regularly involved in lessons and on school trips, as well as being directly involved in making key decisions, such as regarding the recent building works, staffing issues and purchasing resources. They ensure safeguarding procedures meet requirements and that these are reviewed regularly.

Rigorous management of performance and monitoring ensures self-evaluation is accurate. Plans for improvement have been successful because the emphasis has been on ensuring agreed actions are manageable and will benefit pupils. There is a strong focus on the continuous professional development of staff. Despite a drop in attainment in 2011, the school has improved in many key areas. More teaching is of consistently good quality, because previous weaker practice has been addressed and consequently many pupils are making better progress. Areas for improvement from the previous inspection have been addressed.

Parents and carers who responded to the questionnaire are overwhelmingly supportive, stating they would recommend the school to other parents and carers. The school fosters a wide range of strong partnerships, which serve to help pupils as they transfer to the next stage of their education and enhance aspects of the curriculum. The curriculum has improved and fosters pupils' spiritual, moral, social and cultural development particularly well. Provision in English has been developed and meets the needs of boys more effectively. Provision in mathematics is improving. The school is developing a more consistent approach to mathematical calculations, and is endeavouring to ensure pupils deepen their understanding of the processes involved.

The school effectively promotes equality of opportunity and tackles discrimination. The individual needs of the pupils are very well known and staff ensure all pupils, including disabled pupils and those with special educational needs, benefit from all the school has to offer. Improvements made since the previous inspection and the strengths of the school's leadership clearly demonstrate the school's good capacity to improve further.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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 June 2012

Dear Pupils

**Inspection of Gunness and Burringham CofE Primary School, Scunthorpe
DN17 3LT**

Thank you very much for the friendly welcome you gave me when I came to inspect your school. I enjoyed meeting you and seeing you at work. You should be very proud of yourselves because your behaviour is excellent and you look after each other very well. I know you enjoy having a much larger school building and the many fun activities you do at school. I hope you enjoyed your Olympics sports week and the Year 6 sleepover!

Your school provides you with a good education. You work very hard and make good progress in your lessons because you are taught well. Adults at school look after you extremely well. You told me that you feel very safe in school and that if you had any worries at all you would be happy to talk to someone at school or write them down and put them in the 'Talk to Box.'

Your headteacher, governors and staff all work very hard and are always looking for ways to make your school even better. I have asked them to help you make even better progress by allowing you to sometimes explore some challenging ideas and find the answers to your own questions and to use the school grounds more to help you learn.

You can help by continuing to work very hard and coming to school so regularly. I wish you all every success in the future.

Yours sincerely

Fiona Gowers
Lead inspector

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