

Gunthorpe Primary School

The Pentlands, Hallfields Lane, Peterborough, PE4 7YP

Inspection dates 27–28 September 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Leadership and management require improvement. The new headteacher and leadership team are doing much to raise the quality of teaching, but too much teaching still requires improvement to ensure that the majority of pupils make consistently good progress.
- The work set in lessons is not always at exactly the right level of difficulty to ensure that all pupils achieve as well as they can in speaking, reading, writing and mathematics.
- Leaders' checking of pupils' progress is not yet good enough to show precisely how well groups of pupils, such as those of different abilities or backgrounds, are doing.
- Subject leaders are not yet making a full contribution to improving standards.
- The governing body supports the school and is now more directly involved in monitoring its work, but not all governors have the skills they need to fully challenge its performance

The school has the following strengths

- Pupils enjoy school. They feel happy, safe and well supported. One said: 'I really love it.'
- The school's leaders have successfully improved behaviour, the environment for learning, and attendance.
- Pupils new to learning English, disabled pupils and those who have special educational needs generally do well thanks to good individual support.
- Staff, pupils, parents and carers know the behaviour policy and procedures well. Their consistent use leads to the school's calm atmosphere and pupils' good behaviour.

Information about this inspection

- Inspectors observed 20 lessons taught by 14 teachers. Two observations were undertaken jointly with the headteacher.
- Inspectors examined a range of documents including the school's data on pupils' progress, planning, records relating to behaviour and attendance, and documents relating to safeguarding.
- Meetings were held with pupils, the Chair of the Governing Body, senior and middle leaders and the local authority's school improvement adviser.
- Inspectors received the views of parents and carers through seven responses to the online questionnaire (Parent View) and informal meetings with parents around school and in the playground.
- Inspectors received the views of staff through 28 responses to the inspection questionnaire and discussions with teaching, support, administrative and ancillary staff. They received the views of pupils through both informal and pre-arranged discussions.

Inspection team

Joan Beale, Lead inspector	Additional inspector
Ian Hart	Additional inspector
Maxine Clewlow	Additional inspector

Full report

Information about this school

- Gunthorpe Primary School is larger than the average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium is higher than the national average.
- The proportion of pupils who speak English as an additional language is in line with the national average but is increasing.
- There are fewer pupils from minority ethnic groups than in most schools this size.
- The proportion of pupils who are supported through school action, and through school action plus or a statement of special educational needs, is broadly average.
- A higher than average proportion of pupils leave or join the school at times other than the start of the Reception Class or the end of Year 6.
- Since the last inspection there have been considerable changes to staffing, including the appointment of a new headteacher in April 2012.
- The school meets the government's current floor standard, which sets the minimum expectations for attainment and progress.

What does the school need to do to improve further?

- Raise the proportion of good or better teaching by ensuring that:
 - teachers consistently plan lessons that meet the different needs and abilities of all pupils
 - teachers monitor pupils' progress closely to ensure misconceptions are immediately addressed or plans are modified, so that all groups are challenged throughout lessons
 - the monitoring of teaching includes regular follow-up visits to lessons with a focus on identified areas for improvement.
- Improve the achievement of all pupils in reading, writing and mathematics, by:
 - providing pupils with more opportunities to use and apply mathematical skills in different subjects
 - choosing activities in the Early Years Foundation Stage that encourage language and communication, so that children learn these things through play with adults
 - taking action on areas of improvement identified in marking
 - ensuring that staff have rigorous training in teaching pupils the sounds that letters make.
- Strengthen leadership and management through:
 - further developing the roles of subject and key stage leaders so that they can more effectively drive and monitor improvement in their areas of responsibility
 - ensuring whole-school tracking systems can clearly show the progress of groups of pupils
 - providing appropriate training for governors, especially in the use and interpretation of data, so that they are better able to both challenge and support the school.

Inspection judgements

The achievement of pupils

requires improvement

- The large majority of children start school in the Early Years Foundation Stage with knowledge, skills and understanding that are lower than expected for their age, especially in communication, language and literacy skills.
- At the end of Year 6, pupils' attainment has historically been below average. However, results in 2011 were broadly average, and unconfirmed results for 2012, and school records for the progress and attainment of the current Year 6, show that attainment is rising, as is the number of pupils making two levels of progress.
- More able pupils do not always make the progress of which they are capable because work is sometimes too easy for them. As a result, fewer than average reach the higher National Curriculum levels in their work in English and mathematics.
- Disabled pupils and those who have special educational needs generally make good progress as a result of the effective support they receive, both in lessons and through effective intervention strategies. This also applies to pupils who speak English as an additional language, who benefit from good bilingual support.
- Pupils known to be eligible for the pupil premium are supported sensitively, and make similar progress to most other pupils.
- Pupils are proud of their own and of each other's achievements, and celebrate them on a weekly basis in the headteacher's assembly where they receive rewards from the 'treasure chest'. Such activities contribute well to pupils' self-esteem and their spiritual, moral and social development. Pupils have a good range of social and personal skills.
- Parents and carers who were contacted during the inspection are highly positive about their children's achievements. There was a good turnout at the parents' assembly and coffee morning held during the inspection.

The quality of teaching

requires improvement

- There is not enough good teaching. Although there is some strong practice in the school, much teaching requires improvement to ensure that all pupils make good progress and achieve well over time.
- Teachers forge good relationships with pupils. They create positive learning environments. Classrooms are attractive and include useful prompts and reminders which are interestingly displayed on classroom walls.
- Teachers' subject knowledge is generally secure, but staff have not received rigorous training in teaching pupils the sounds that letters make.
- Teachers plan interesting topic themes, which engage pupils and ensure the logical progression of knowledge and skills. Pupils have many opportunities to write in different subjects, but few opportunities to use and apply their mathematical skills. Daily planning for individual lessons does not always provide sufficient challenge to secure good progress for all pupils.

- In the best lessons seen, teachers planned a range of tasks which ensured all learners were suitably challenged. In a lower set mathematics lesson, the teacher planned four different levels of activity and, as a result, all pupils made good progress. Imaginative use of information and communication technology in a Year 5 lesson enabled pupils to make a film to teach younger children addition strategies. Such lessons were characterised by high expectations of learning and good use of time limitations, together with effective questioning to check understanding and progress at key points during the lesson.
- Common features were seen in the lessons which required improvement. Too often work was not demanding enough, particularly for those not working directly with an adult. Teachers' expectations about what was to be achieved in the lesson were not always made clear and, consequently, some pupils and groups made slow progress. Teachers did not always check progress closely enough to pick this up quickly.
- In the Early Years Foundation Stage, activities that are led by the teacher generally result in good progress. When children are free to choose activities for themselves, these are not planned well enough to encourage children to practise language and communication, particularly for those who have low starting points. In addition, adults do not always intervene in the children's play to reinforce these areas.
- Adults who provide additional support are well briefed by teachers. As a result, pupils who need extra help, or are at risk of not doing well, make good progress individually and when supported in small groups.
- Marking gives clear areas for improvement, although pupils are not always given the opportunity to address these before moving on to the next piece of work.
- Significant changes to teaching staff have made it difficult to establish a consistent approach to teaching and to build on this. Staffing is now stable, and the training and support given to teachers are beginning to have an impact. There has not been sufficient time for this to result in good achievement.

The behaviour and safety of pupils are good

- Pupils' attitudes to learning are positive. They are now well motivated by a range of rewards that celebrate their academic and personal achievement and regular attendance.
- Attendance has been steadily improving. The headteacher has brought more rigour to the systems for monitoring attendance, and every effort is made to work with families to convince them of the importance of coming to school every day.
- Behaviour in lessons is generally good. Pupils cooperate well and persevere in order to complete tasks. This is the case even in lessons where teaching requires improvement.
- Around the school and in the playground and dinner hall, behaviour is consistently good. Pupils are courteous and polite to each other and adults.
- There is little bullying of any kind. Pupils are confident that if any does arise, it is dealt with quickly and effectively.
- The school has a caring ethos and relationships are respectful. It promotes an understanding

and tolerance of cultural and other differences through discussions in lessons and assemblies. Pupils from different backgrounds get on well together.

- The many pupils who join the school late are helped to settle and quickly make friends in a highly cohesive environment. This reflects the school's positive approach to ensuring inclusion and freedom from discrimination.
- Pupils say they feel safe in school. They have a good awareness of how to keep themselves safe. Pupils say they enjoy coming to school and especially enjoy the activities in the playground and after school.
- The responses to Parent View show that parents believe behaviour is well managed, and any incidents that may arise are dealt with well.

The leadership and management requires improvement

- The significant changes in staffing have slowed improvement since the previous inspection. However, the new headteacher has correctly identified the strengths and weaknesses in the school's work, and the school development plan sets out an appropriate agenda for improvement. Behaviour and attendance have improved, and attainment is starting to rise.
- Some whole-school systems are not working effectively enough to ensure more rapid improvement. For example, records of progress are not easily analysed to provide an overview for leaders of the achievement of different groups of pupils, or to support the setting of aspirational targets to bring about accelerated progress. This limited overview means that leaders cannot be sure the school is providing equal opportunities for all. For example, though pupil premium funding is used for a range of intervention schemes and additional staffing, this is not yet monitored closely enough to show its full impact.
- The headteacher and her leadership team carry out regular monitoring and evaluation to ensure teachers know what needs to be improved. Because the headteacher is comparatively new in the post, a system to follow up points for improvement is not fully established.
- Subject and phase leaders do not yet take a strong enough role in driving improvement, or monitor effectively enough the impact of actions taken to raise attainment and progress rapidly in their subjects or phases.
- Partnerships with parents are productive. They are kept well informed. The school website hosts a range of information about the school, the curriculum and how parents can support their children.
- Safeguarding systems meet statutory requirements and include aspects of good practice. The school provides pupils with a good range of opportunities to learn how to stay safe.
- The local authority has provided a good level of support for the school but this had not had a full impact due to changes in staffing. Future support is appropriately targeted at supporting and developing the roles of middle leaders and the use of data across the school.
- **The governance of the school:**
 - requires improvement, because governors have not taken action soon enough to bring positive changes to the school's performance
 - now has a more accurate and first-hand view of how well the school is performing
 - needs training, particularly in the use of data, so that governors can challenge the school

more rigorously about the quality of teaching and learning, and pupils' progress and attainment.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	110730
Local authority	Peterborough
Inspection number	401146

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	315
Appropriate authority	The governing body
Chair	Terry Moore
Headteacher	Fran Hollingsworth
Date of previous school inspection	21 October 2009
Telephone number	01733 571193
Fax number	01733 571193
Email address	office@gunthorpe.peterborough.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

