

Bunny CofE Primary School

Church Street, Bunny, Nottingham, NG11 6QW

Inspection dates 22–23 January 2013

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

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress from their different starting points. By the end of Year 6, their attainment in English and mathematics is above the national average.
- Teaching is good. Teachers know each pupil's needs and the activities they provide in lessons are generally interesting and demanding. Pupils receive good advice on how to improve their work.
- Pupils behave well and enjoy school.
- Attendance is above the national average.
- The school is led and managed well. Leaders keep a close check on the quality of teaching. The high-quality training provided for staff has resulted in improvements in teaching and achievement since the last inspection.
- The governing body knows the school very well. Governors provide a high level of support and challenge.
- Pupils' spiritual, moral, social and cultural development is good. They display confidence and self-esteem. They feel safe, cooperate well with teachers and other pupils and listen with interest to the views of others.

It is not yet an outstanding school because

- Although some pupils make outstanding progress, not enough do so in all lessons for achievement to be graded outstanding overall.
- The pace of learning is not fast enough in all lessons and teachers do not always make it clear to pupils what it is that they are expected to learn.

Information about this inspection

- The inspector observed teaching in all classes. He observed eight lessons, two of them jointly with the headteacher, and made brief visits to several more. He also closely examined the work in pupils' books.
- He held discussions with pupils, parents and carers, school staff, governors, and an officer representing the local authority.
- The inspector scrutinised a wide range of documents covering safeguarding, attendance, behaviour, pupils' progress and attainment, the work of the governing body, the school improvement plan, and the monitoring of teaching quality.
- He consulted the Parent View website, where 36 parents and carers had posted responses.

Inspection team

Richard Marsden, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is much smaller than the average-sized primary school. Pupils are taught in four mixed-age classes.
- The proportion of pupils from minority ethnic groups is well below average, and almost none speak English as an additional language.
- The proportion of pupils known to be eligible for the pupil premium is well below average. This is additional government funding for pupils known to be eligible for free school meals, those in local authority care and pupils with a parent in the armed forces.
- The proportion of disabled pupils and those who have special educational needs supported through school action, school action plus, or with a statement of special educational needs is well below average.
- All pupils are educated on site. The school does not use alternative provision to support any of its pupils.
- The school's most recent results cannot be compared to the government's current floor standards, which set the minimum standards for pupils' attainment and progress, because there were not enough pupils to make such comparisons meaningful.
- The present headteacher joined the school since its previous inspection.

What does the school need to do to improve further?

- Eliminate teaching which is less than good and improve achievement in English and mathematics by:
 - ensuring that the pace of learning in all lessons matches that seen in the best
 - ensuring that all teachers' planning makes clear the key learning points pupils need to master, rather than simply describing the steps they should take to complete the activities they are set
 - broadening opportunities for teachers to share ideas and expertise and learn from each other about what works best in the classroom.

Inspection judgements

The achievement of pupils is good

- When children join the school in the Early Years Foundation Stage, their knowledge and skills are typical for their age. They make good progress and, by the end of Year 6, their attainment is above the national average in reading, writing and mathematics. The progress of some pupils is outstanding.
- Parents and carers, and pupils themselves, say that pupils' progress is good. There are no significant variations in the progress rates of boys and girls. The small number of pupils known to be eligible for free school meals also achieve well. There is no gap between their achievement and that of others because the school has used the extra funding available through the pupil premium to provide extra support as needed and to ensure that their achievement is good.
- Disabled pupils and those who have special educational needs achieve well. Their needs are carefully identified and they receive good levels of support in lessons or in one-to-one activities with a teaching assistant or other adult nearby. The small number from minority ethnic heritages and those who speak English as an additional language also make good progress.
- There are, however, differences in the rates of progress in different lessons. In some classes, pupils' progress is outstanding. In a small minority, it requires improvement, and the progress of some pupils is not as rapid as it needs to be.
- Standards of reading are above average. The most able pupils in Years 2 and 6 read fluently and with very good expression, showing skills beyond those expected for their age. Less-able pupils in these years read more hesitantly, but they show a very clear grasp of the principles of reading and cope with unfamiliar words by using the 'sounding out' and 'blending' techniques they have been taught. Pupils talk with enthusiasm about the kind of books they enjoy reading and why they enjoy them.
- Achievement in mathematics is good. Pupils concentrate well on the tasks they are given in lessons because these are well matched to their abilities. They learn well through 'hands-on' activities, for example, when learning about money or three-dimensional shapes. They discuss problems in pairs and respond to their teachers' probing questions, which are carefully phrased to deepen and broaden their understanding.

The quality of teaching is good

- Teachers' subject knowledge in literacy and mathematics is good and they mostly use this knowledge very effectively when planning work for their mixed-age classes. In most lessons, teachers are careful to take account of what individuals already know, understand and can do. Most lesson activities motivate pupils and challenge pupils of all abilities at the right level.
- Teachers expect pupils to work hard. They mark work conscientiously, showing pupils clearly how well they are doing and giving them a clear indication of what they need to do next to make improvements. Pupils say they find these comments very helpful.
- Teachers carefully track the progress made by disabled pupils and those who have special educational needs; making sure that they are not disadvantaged in any way. These pupils receive high-quality support, both within classes and when working on individual activities nearby.

- Teachers use visual aids, computer technology, 'hands-on' tasks, games and competitions to bring lessons to life. Pupils do not become bored. They do not have to sit and listen passively for long periods.
- In most lessons, teachers ensure that they capture pupils' interest and make them want to learn. In an outstanding literacy lesson, for example, the teacher had planned different activities that were all matched closely to the pupils' needs and interests. Boys and girls used different texts, according to their interests. Not a moment was wasted as they explored similes, metaphors, idioms and other grammatical features in a fun and enjoyable way which led to very rapid progress.
- In a small minority of lessons, the pace of learning is too slow. In these lessons, although pupils applied themselves well to their tasks, teachers planning did not place sufficient emphasis on ensuring pupils knew precisely what they were meant to be learning through the tasks they were given.
- In the Early Years Foundation Stage, adults interact well with the children. They take many opportunities to develop their language, observational and social skills. Their patience and encouragement give children the confidence to try their hand at the activities on offer. These activities, both indoors and out, are purposeful and varied, and promote different aspects of children's learning.
- Teachers make sure that pupils practise and extend their mathematical and computer skills regularly across different subjects, and they encourage pupils to read widely.

The behaviour and safety of pupils are good

- Pupils' behaviour is consistently good. Pupils show respect for others and are eager to learn. The calm and orderly environment teachers have established in all classrooms ensures pupils are able to learn in a purposeful and effective way.
- Older pupils show sensitivity to the needs of younger ones in what many describe as a 'family atmosphere'. Pupils are proud to serve their school by taking on jobs such as school councillors, librarians and 'helping hands' in their classroom, or staffing the office at lunchtime.
- Pupils and their parents and carers are confident that pupils are safe in school and free from harassment. Pupils have a good awareness of different types of bullying, including internet-based bullying. They have confidence in the school's response to any such instances if the need should arise. Bullying and safety issues are appropriately covered in lessons and assemblies.
- The school supports well those pupils whose circumstances may make them particularly vulnerable. The inspector saw examples of how such support has improved the attendance, attitudes and progress of specific pupils facing difficult circumstances.
- Across the school, teachers ensure that they and their pupils follow the school's agreed routines and consistently expect pupils to behave well. However, at times, some pupils lose concentration in lessons that lack pace or where the key learning points are not made as clear as they need to be.
- Pupils respond thoughtfully when given opportunities to reflect on life's deeper issues during

lessons or assemblies or in a 'reflection corner'. Through links with other schools, including a school in Africa, their horizons are broadened and they are aware of different backgrounds and cultures. They are well prepared to take their places in modern society.

- Attendance is consistently above average.

The leadership and management are good

- The headteacher and other leaders are ambitious and expect the best from the staff. They keep every aspect of the school's work under close scrutiny. They have an accurate awareness of its strengths and weaknesses. The school improvement plan sets out ambitious but realistic targets for improvement.
- The performance of staff is overseen closely. Their salary progression is carefully monitored and promotion only given when teachers' impact on achievement indicates this is fully deserved. Staff training, most of it arranged by the school, but also some with the local authority support, has led to significant improvement in respect of the key issues noted at the last inspection.
- These improvements include: improvements to the range of subjects which are taught, including the introduction of whole-school 'themes'; better sharing of responsibilities by staff, with more taking on leadership roles; a sharper focus on self-evaluation; and continuous improvement.
- Staff have had opportunities to share ideas and sharpen their classroom skills by learning from the school's most skilled and experienced teachers. This has improved teaching, although leaders have not yet ensured that outstanding practice is the norm throughout the school.
- The local authority has confirmed that the standards teachers apply when they mark pupils' work in reading, writing and mathematics are in line with the standards agreed nationally. As a result, teachers can tell pupils confidently how well they are doing in relation to other pupils nationally.
- Despite its small size, the school offers a remarkable range of out-of-school activities. These are popular and well attended. They include music and sport organised in conjunction with other schools, gardening and dance. Visitors, visits and 'theme days' provide memorable experiences. Older pupils enjoy residential visits, where adventurous activities help to develop their confidence and self-esteem.
- Leaders ensure that there is no discrimination, so all pupils, regardless of background or need, have full access to everything the school has to offer. Child protection and safeguarding are given a high priority. Leaders keep these areas under meticulous review, ensure that all legal requirements are met and that the school's practice in this respect is as good as it can be.
- **The governance of the school:**
 - The governing body is well organised and well informed. Governors are very well aware of the school's strengths and areas for improvement. They know how well it performs against similar schools nationally. They provide valuable support for the headteacher and contribute to shaping the school's direction as they strive for further improvement. Governors are closely involved with the day-to-day work of the school. Some make informal visits during the school day, as well as formal visits where they go into lessons, hold discussions with staff, and produce written reports and targets for further development. They have an accurate view of the quality of teaching and a good grasp of the way finances, including the pupil premium, are used to promote good achievement. They know the impact this funding is having. Governors are aware of the strengths and weaknesses of teaching and ensure that, when staff move up

the salary scales, this reflects their impact on pupils' achievement. They make sure that all national requirements for safeguarding and child protection are met, and that these areas are reviewed vigilantly. They undergo regular training to keep their skills up to date and play a full part in ensuring that all adults who have access to pupils are vetted, and pupils are kept safe.

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	122751
Local authority	Nottinghamshire
Inspection number	403495

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	87
Appropriate authority	The governing body
Chair	Linda Hirst
Headteacher	Dan Rhodes
Date of previous school inspection	21 January 2008
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