

Gunthorpe CofE Primary School

Davids Lane, Gunthorpe, Nottingham, NG14 7EW

Inspection dates 26–27 November 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 achieve well, including those with special educational needs and those supported by the pupil premium funding. They make good and sometimes better progress in reading and mathematics.
- Results when pupils leave Year 6 are well above the national average in reading and mathematics and, over time, above in writing.
- Teaching is good. In most lessons pupils are challenged in their work and this results in the good progress they make.
- Pupils enjoy school and are proud of their achievements.
- Behaviour is good and attitudes to learning very positive. Pupils say they feel safe.
- Teaching assistants provide good support to pupils who need extra help with their work.
- The headteacher leads the school very effectively and is well supported by the deputy headteacher and all the staff. Leaders work well as a team.
- Senior leaders have a good understanding of how well pupils are achieving. This is used effectively to ensure training and support for staff are strongly focussed on raising achievement.
- Governors carry out their role of supporting and challenging the staff well.
- Attendance rates for the last three years have been above the national average.
- Parents expressed positive views and say pupils are happy, safe and making good progress.

It is not yet an outstanding school because

- Achievement in writing is not as strong as in reading and mathematics because pupils' progress is slower.
- Occasionally teachers spend too long introducing work and this slows pupils' learning.
- Pupils' written work and especially that of the most able is not always of a high enough standard.

Information about this inspection

- The inspector observed nine lessons, two of which were conducted jointly with the headteacher. All teachers were observed at least twice.
- Meetings were held with senior leaders, school staff and three members of the governing body. Discussions took place with a representative of the local authority.
- The inspector talked to pupils in lessons about their work and talked to one group of Year 6 pupils.
- The inspector observed the school's work and examined a range of documents including the school's own records of pupils' progress and attainment, monitoring documents, records relating to performance management of staff and those relating to behaviour, safeguarding and attendance.
- 11 parental responses to the online survey (Parent View) were taken into account, as were the views of a large number of parents during the school day.
- The inspector took account of the 11 questionnaires returned by members of staff and looked at the school's website.

Inspection team

Michael Wintle, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is much smaller than the average-sized primary school.
- Nearly all pupils are White British. With few exceptions pupils speak English as their first language. The percentage of minority ethnic pupils is well below national averages.
- The proportion of pupils known to be eligible for additional funding for children in care of the local authority and those eligible for free school meals, (the pupil premium), is below average.
- The proportion of disabled pupils and those who have special educational needs supported through school action plus or through a statement of their special educational needs is below the national average. The proportion supported through school action is above the national average.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Raise the quality of teaching to outstanding throughout the school by:
 - ensuring that teaching is always inspirational and relevant to pupils needs
 - ensuring that teachers spend less time introducing the lesson and maximising the time for pupils to undertake their own work
- Continue to raise the standards in writing and especially the most able by:
 - ensuring that writing is more visible around school so that pupils can see what best practice looks like, links are increased to the school development plan and writing standards can be celebrated
 - improving the presentation of written work across the school
 - providing tasks for the most able that systematically build up pupils' writing skills and motivate them to try hard with their work.

Inspection judgements

The achievement of pupils is good

- Most children start school with skills that are slightly below those typical for their age. They do well in the Early Years Foundation Stage and most start Year 1 with average or above-average skills for their age. Children make good progress in developing their physical development, their dispositions and attitudes and knowledge of letters and sounds. However, their skills in mark making do not always progress as rapidly as they might.
- Pupils' work, their learning in lessons and information about their achievement indicate that progress is good. Almost all pupils of all abilities make at least the progress expected of them in Years 1 to 6 and a substantial number make good or outstanding progress especially in reading and mathematics.
- Not enough pupils, however, make consistently rapid progress in writing for progress to be outstanding overall. This is because they are not always given work that challenges them to do their very best. When this happens it typically applies to the most-able pupils, but by no means exclusively so.
- Pupils' progress in reading is particularly good. This starts effectively in Early Years Foundation Stage where provision for communication and language and reading is good. Pupils say they love reading. This is because the teaching of reading skills is very effective and most pupils have great confidence in their reading ability.
- Many of the older pupils have a good understanding of the level at which they are working. Pupils in Key Stage 2 like the targets set for them by the teachers to improve reading, writing and mathematics. These focus their efforts and contribute to progress. The most-able pupils say that they have challenging targets in mathematics but that their writing skills need to be extended so that their levels of attainment increase.
- Pupil premium funding is effectively used to ensure those pupils that it is intended for get the right support. This includes extra staffing for improving key skills so that pupils can be supported in small groups or given extra tuition. Consequently, these pupils make faster progress than normally expected and the gap between their classmates has totally closed in both English and mathematics. There are occasions where these pupils outperform their classmates in reading, writing and mathematics.
- Standards in writing over time are good but pupils' presentation and handwriting lets them down and often masks the quality of their writing. Pupils' writing around school, celebrating achievement, is limited and fails to convey their success in the way that other subjects such as art and religious education do.
- The early identification of pupils' needs and the good teaching ensure that the disabled pupils and those who have special educational needs achieve well over time from their starting points.

The quality of teaching is good

- Teachers are encouraging and supportive, resulting in pupils who are keen to learn. Staff have strong working relationships with their charges, who work hard for their teachers because of the

encouragement that they receive.

- Good use is made of activities that enrich pupils' learning. A visit by older pupils to Brackenhurst helped pupils to imagine life in the Blitz and what it was like to be an evacuee. They were keen to tell adults about their experience and brought back knowledge that contributed to outstanding teaching in a literacy lesson with strong history links to fully engage their thinking. Progress throughout the lesson was rapid and pupils were thoroughly engaged with their learning.
- In a small proportion of lessons where teaching was less good and requires improvement teachers talked for too long introducing the lesson and some pupils did not make as much progress as they could. Pupils needed more time to develop their thinking and take more responsibility for their learning.
- Children get off to a good start in Early Years Foundation Stage because of good teaching. Teachers plan exciting activities, which allow them to make good progress. The activities are planned well to use indoor and outdoor learning areas and children quickly gain confidence in their own ability, developing skills and knowledge well. Some children made a 'coal train' from blocks and were trying to change the fuel to 'diesel.' Speaking and listening showed mature vocabulary because adults encouraged them to be keen learners.
- Teaching promotes pupils' spiritual, moral, social and cultural development well. Pupils are given frequent opportunities to work together in lessons and assemblies and they do so enthusiastically.
- The teaching of reading is highly effective and a strength of the school. Letters and sounds (phonics) are taught well and pupils develop a love of books. An example of this was in a Key Stage 1 class where a very inspired teacher and leader, who insisted upon them all being totally engaged, quickly captured the children's imagination and fast learning took place as a result.
- Teachers' subject knowledge is good and they are keen to pass this on to pupils. They make good use of talk partners and peer assessment to support and challenge pupils' learning. This was seen when pupils were editing mixed fractions in an effective mathematics lesson. Speaking and listening skills were good and pupils confidently moved quickly with their learning and could confidently work out changing the denominator and numerator.
- Teaching assistants provide sensitive and skilled support when needed. They ask probing questions and encourage pupils to work as independently as possible.

The behaviour and safety of pupils are good

- Pupils are proud of their school. The very large majority are well behaved, polite and helpful to each other and to the adults around them. They get on very well together and show high levels of tolerance all around the school.
- Pupils' attitudes to learning are very positive. They respond well by listening to their teachers and to each other. Pupils respect their teachers and want to work well. They develop a real enthusiasm for reading and are keen to have more opportunities to extend their writing skills.
- Pupils come to school willingly and happily. Attendance is above average and has remained so for the past three years.

- Pupils have a clear understanding of what bullying is and they know that this is not tolerated in school. They are very confident that adults around them will help, should they have any worries. They unanimously say that they feel safe. They understand the possible dangers around the use of the internet and how to keep themselves safe in a range of circumstances.
- The vast majority of parents spoken to during the inspection were confident that their children are kept safe and were happy. One father, on dropping his child at school, said that his child 'never has a bad day'.

The leadership and management are good

- The headteacher provides good leadership and he is fully supported by his deputy headteacher in this role. The headteacher provides calm, but quietly determined leadership that has been instrumental in leading the school forwards.
- The headteacher and the governing body have developed a strong sense of purpose among all of the staff. Morale in the school is high.
- Joint lesson observations with the headteacher during the inspection showed that they recognise what works well and where further improvement is needed.
- The leaders in the school have an accurate view of the school's strengths and areas to develop. The plans for improvement correctly indicate the main priorities for the school. The headteacher is clear about how the actions will improve the quality of teaching and pupils' achievement. Actions in the plan to improve writing are bringing about further improvement, but more needs to be drafted to raise the attainment levels in writing for the more-able pupils quickly so that they match reading and mathematics.
- There is a thorough system for monitoring pupils' achievement. This allows the headteacher to hold teachers to account at termly pupil progress meetings and to identify areas for improvement. Systems of performance management are rigorous and robustly implemented. Leaders in the school have a good understanding of the strengths of each and every pupil in the school.
- Staff are unanimous that leaders do all they can to improve teaching. Leaders effectively model good practice for others and their judgements on the quality of teaching are accurate.
- The curriculum provides exciting opportunities for pupils to progress. Many visits and visitors to school contribute well to pupils' outstanding spiritual, moral, social and cultural development. Whilst the inspection was taking place there was a book fair in school that was clearly very well attended by pupils and parents alike. Engagement and excitement were very evident.
- Subject leaders in this small rural primary school are effective and know their subjects well. They support the senior leaders in ensuring that progress is maintained, producing effective action plans for developing their subjects.
- The school has appointed a new sports coach who is working with the leadership team to plan the use of the school's sports funding which will include a programme of after-school clubs and coaching to support pupils' development in PE. This is still at the implementation stage so as yet,

there is no evidence of impact.

- The school meets safeguarding requirements.
- The local authority provides 'light touch' support to the school and has an accurate view of its strengths and areas to develop.
- **The governance of the school:**
 - Governance is good. The experienced Chair of Governors leads the body effectively. Clear processes are in place for governors to gain information about the school. They lead the monitoring of achievement of pupils through discussion with the teachers and visits to see the school in action. They regularly assess the school's performance and know actions have raised progress this academic year in writing. Governors have a good understanding of the quality of teaching and check that teachers' pay awards link to their performance. Governors work closely with the school leaders and staff to ensure that the school's Christian ethos is explicit in all that the school undertakes and ensure also that all pupils are treated equally and that there is no discrimination. Governors are kept well informed about the impact of the use of the pupil premium and plans for the use of the primary sports funding on pupils' achievement.

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	122803
Local authority	Nottinghamshire
Inspection number	425091

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	73
Appropriate authority	The governing body
Chair	Linda Brammer
Headteacher	Martin Armitage
Date of previous school inspection	30 September 2008
Telephone number	0115 9663481
Fax number	0115 9663481
Email address	head@gunthorpe.notts.sch.uk

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