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Mr Dan Rhodes
Bunny CofE Primary School
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Dear Mr Rhodes

Short inspection of Bunny CofE Primary School

Following my visit to the school on 10 January 2017, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in January 2013.

This school continues to be good.

Leaders have maintained the good quality of education in the school since the last inspection. The school has an acknowledged 'family atmosphere' where relationships are positive and pupils' behaviour is good. Pupils of all ages work and play together harmoniously. For example, at lunchtime older pupils were seen helping the adults by serving food to younger pupils and sitting with them while they ate, promoting an enjoyable social atmosphere.

The previous inspection recommended that teaching should be improved by sharing ideas and expertise and ensuring that the pace of all learning matches that seen in the best lessons. You have provided a range of training and professional development for staff and enabled them to work collaboratively and share good practice. Less experienced members of staff are well supported by colleagues. As a result, good standards have been maintained throughout the school as most pupils achieve the standards expected of them for their age.

You have successfully improved pupils' knowledge of grammar, punctuation and spelling through focused daily sessions in key stage 2 and effective phonics teaching in key stage 1. Consequently, writing is improving throughout the school and an increasing number of pupils are on track to achieve beyond expected standards in their writing this year.

You have recognised that there is still a need to improve pupils' mathematical reasoning, particularly for the most able pupils, so they are able to work at the

higher standard. Pupils do not always use precise mathematical vocabulary and so cannot explain their learning as confidently as in reading and writing.

Parents' views of the school are very positive. They say their children are happy, well looked after and make good progress at school. However, although many parents said that they were well informed, a significant minority of those who responded to the online parent survey, or spoke to the inspector during the inspection, said that communication could be better because information is often sent at short notice.

The school's website does not fully meet requirements on the publication of specified information. You addressed some of the omissions which we discussed immediately.

Safeguarding is effective.

There is a strong safeguarding culture in the school. All staff are vigilant and proactive in ensuring the well-being of pupils. They know what to do if concerns are raised and there are clear procedures to follow up any issues.

Training is provided for all staff and regular updates ensure that they are up to date. There are also online training opportunities for both staff and governors so that collectively there is a wide body of knowledge within the school.

Pupils enjoy school and attendance is good. They feel safe and have confidence in adults to sort out any problems or worries they may have.

You have ensured that all safeguarding arrangements are fit for purpose and records are detailed and of good quality.

Inspection findings

- You have accurately identified priorities for improvement and have planned actions to ensure that standards remain good. Staff work well together and share skills and knowledge to improve their effectiveness. Recent staff changes have seen some expertise lost to the school temporarily. However, staffing is now stable and the more experienced individuals have specific school improvement responsibilities; this is helping to build leadership capacity in the school.
- You regularly monitor the learning in all classes, checking that teaching is of a good quality and that pupils are making progress. Governors are also involved in some of the monitoring activities so they can see at first hand the progress being made.
- Pupils respond enthusiastically to interesting curriculum themes and topics. Planning the curriculum in this way provides opportunities for pupils to apply their literacy and mathematics skills in different subjects.
- The governing body has been reconstituted since the last inspection and the committee structure has been streamlined. Individual governors have skills that

are helpful to the school and are making a positive contribution. Governors have been actively involved in improving facilities in the school, and provide a good level of challenge.

- High standards in reading are being maintained. Pupils read confidently and with enjoyment. They can use a range of strategies to ensure that they read accurately and with good understanding. Older and the most able pupils are fluent readers and can use a wide range of skills that support their learning across the curriculum.
- Children in the early years are developing early literacy and mathematical skills that will form a good basis for later learning. Most are on track to achieve a good level of development by the end of the year.
- Phonics is taught well. Pupils are grouped according to the stage they are at and make good progress. Flexible groupings ensure that pupils can be moved on quickly in their learning, or supported to catch up where necessary.
- The daily 'SPaG' (spelling, punctuation and grammar) sessions ensure that pupils build up their skills systematically and can apply them in their writing. Pupils can explain how a good knowledge of grammar can improve their own writing and make it more interesting.
- In 2016, none of the most able pupils in key stage 2 achieved greater depth in their writing. However, your current assessment information shows that most-able pupils are already working at the levels expected of them for their age and that a greater proportion of pupils in key stage 2 are on track to achieve greater depth in their writing by the end of the year.
- In the most recent end of year tests for mathematics, none of the most able pupils achieved the higher standard and rates of progress were below average. You have rightly identified the development of mathematical reasoning as a school improvement priority this year and have provided some training for staff to support improvement in this area. However, pupils' books show that activities focus on developing fluency in calculation and problem-solving. There is little evidence of pupils developing reasoning skills. Pupils do not use mathematical language and vocabulary routinely; therefore, they are not able to explain their learning as well as they can for reading and writing and this is hampering progress, particularly for the most able pupils.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- pupils develop their mathematical reasoning skills to enable them to solve more complex problems, also developing their use of mathematical vocabulary so they can explain and justify their thinking accurately
- communication is improved further so that parents are informed about school events in a timely manner
- the school website meets requirements on the publication of specified information.

I am copying this letter to the chair of the governing body, the director of education for the Diocese of Southwell, the regional schools commissioner and the director of children's services for Nottinghamshire. This letter will be published on the Ofsted website.

Yours sincerely

Jane Salt
Ofsted Inspector

Information about the inspection

During the inspection, I carried out a learning walk with you. We visited all classes, and saw some teaching of phonics, literacy and mathematics. I reviewed pupils' books to consider the standard of work and the progress being made and I talked to pupils about their work.

I held meetings with you, the vice-chair of the governing body and members of staff to discuss the school's work. I also met with a group of the most able pupils and I heard some pupils read.

I reviewed school documentation including policies, assessment information and your school improvement plan. I took into account 20 responses on Parent View and spoke to some parents informally during the inspection. No pupils or staff responded to Ofsted's online questionnaire.