

# Gateway Primary School

Netheravon Close, Carterton, Oxfordshire OX18 3SF

## Inspection dates

9 to 10 July 2019

<b>Overall effectiveness</b>	<b>Requires improvement</b>
Effectiveness of leadership and management	<b>Requires improvement</b>
Quality of teaching, learning and assessment	<b>Requires improvement</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Requires improvement</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	<b>Good</b>

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- Since the last inspection, the school has left a federation of three schools. This process has taken time to complete and leaders have not yet secured good outcomes for pupils when they leave in Year 6.
- Not all teaching helps pupils to achieve well. Teachers do not have consistently high expectations for what pupils can achieve or for the quality of pupils' work. Often, the challenge for the most able pupils is not high enough.
- Subject leaders do not oversee or check teaching and pupils' learning effectively. They do not evaluate how well different groups of pupils make progress.
- Teaching and learning in reading are not consistently good in key stages 1 and 2.
- The quality of teaching across the school is inconsistent. Teachers' expectations for pupils learning are too variable.
- The planning of subjects other than English and mathematics does not routinely ensure clear progression to help pupils to gain secure knowledge and understanding.
- Governors are developing their knowledge and skills. They have not held leaders sufficiently to account for the impact of additional funding for disadvantaged pupils.
- The progress of disadvantaged pupils is too slow because the pupil premium grant is not spent wisely to help disadvantaged pupils catch up.
- Pupils' attendance is improving, but some pupils still do not attend regularly.

### The school has the following strengths

- Children make a good start in early years.
- The school's work to keep pupils safe is thorough and effective. Leaders work well with external agencies to meet pupils' welfare needs well.
- Pupils behave well and are polite. They enjoy their time together and are eager to learn.
- Pupils' personal development and welfare are good. Staff are particularly good at helping pupils develop secure relationships.

## Full report

### What does the school need to do to improve further?

- Improve leadership and management by ensuring clear lines of responsibility and accountability so that:
  - the curriculum is systematically planned and taught in a way that supports pupils to build on their knowledge
  - pupils' outcomes improve
  - subject leaders are more effective in their roles and focus on the progress of different groups of pupils
  - additional funding for disadvantaged pupils is used well to support them to overcome potential barriers to learning and to make good progress in all aspects of their learning and development.
- Improve the quality of teaching, learning and assessment by ensuring that:
  - all teachers provide sufficient challenge to pupils in lessons, especially the most able
  - teachers are giving pupils more opportunities to practise and develop their reading skills in order to accelerate their learning
- Improve the school's overall rate of attendance, and work more effectively with the parents whose children have low attendance, particularly disadvantaged pupils.

An external review of the school's use of pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### Effectiveness of leadership and management

### Requires improvement

- Since the previous inspection, the school has experienced turbulence in leadership and staffing which has hampered the pace of improvement. During this period, pupils have not made good progress. In part, this is because the process of leaving the federation, of which the school was a part, has diverted leaders' attention and taken time to complete.
- Joint observations with the deputy headteachers showed that their judgements are accurate. They have a clear understanding of the areas that require further development, such as reading and challenge for the most able pupils.
- There have been a number of changes in leadership roles. Subject leaders have expertise and enthusiasm for their subject responsibilities. However, they do not effectively check on how well pupils make progress or how well lessons are taught.
- The curriculum is mapped out to ensure coverage for mixed-age classes. This is effective in music, where pupils achieve well. In other subjects, topics engage the pupils' interest and pupils talk enthusiastically about their classroom activities. However, they cannot always accurately recount the subject content they should have learned or make links with a subject. This lack of depth in knowledge is evident in pupils' work and when they talk about a subject.
- Leaders use pupil premium funding commendably to promote pupils' well-being and provide helpful support for disadvantaged pupils and vulnerable families. However, leaders and governors do not evaluate carefully the impact of this funding on pupils' progress.
- Staff morale is high. Despite the considerable changes this year, staff overwhelmingly say they are proud to work at the school and feel well supported.
- Relationships between staff, pupils and parents are extremely positive. There is a clear commitment to ensuring that everyone is treated equally and that there is no discrimination. All pupils, whatever their ability or background, take a full part in all the school's activities where possible.
- Pupils' spiritual, moral, social and cultural development is promoted effectively. The school's values of responsibility, friendship, cooperation and honesty are engrained in school life. Leaders make sure all pupils are valued, and mutual respect and tolerance are strong features of the school.
- Parental confidence has dipped since the last inspection, following an unsettled period in the school. However, parents' views of the school are now improving. While some have understandable concerns about the quality of leadership, many recognise positive developments in the school's work.
- Most parents who responded to Ofsted's online questionnaire, Parent View, say they are happy with the school. One parent commented: 'The staff have shown great dedication in difficult circumstances. Things have already improved since the school left the federation.'
- The school uses the primary education and sport funding effectively. Leaders use this

funding to support staff training and to provide additional extra-curricular clubs. Pupils talk enthusiastically about sport and say that the school encourages them to look after their physical health.

- The local authority provides robust support and challenge to the school. Leaders welcome this support and have benefited from training and advice that is helping to address previous weaknesses in performance, such as progress in mathematics.

### **Governance of the school**

- The governing body is led very effectively. They have managed a difficult situation well and are fully committed to the school's vision of 'A lifelong love of learning'.
- Governors have shown strong and determined leadership as they have helped the school leave the federation and developed their governing body. Working closely with the local authority, they have taken care to ensure that the governing body has the right mix of skills. There is considerable expertise in a wide range of areas. The governing body is well placed to help the school drive much-needed improvements.
- Governors are enthusiastic and driven for all the pupils at Gateway Primary. They completed a thorough recruitment process for the new headteacher. This has helped them ensure greater stability for the pupils moving forward.
- Pupil premium funding is now being monitored more effectively than in the past. However, governors recognise that the impact of this funding is still variable across the different year groups. Governors work closely with leaders to ensure that the funding for pupils with special educational needs and/or disabilities (SEND) is used well. They have a clear understanding of how the school's sport premium is spent and the positive impact it is having on pupils.
- Governors fulfil their statutory duties and ensure that the school meets the requirements for safeguarding.

### **Safeguarding**

- The arrangements for safeguarding are effective. In response to the local authority annual safeguarding audit, systems and record-keeping have strengthened this year.
- Staff training at the correct level is up to date. Systems are in place for reporting concerns to those who are responsible for the leadership of safeguarding. Governors check the quality of the school's work through their visits to school.
- The school sensitively identifies parents and families that may need extra support and advice. There are effective relationships with other agencies to ensure that pupils are safe and their welfare needs met well. Parents and staff are positive about how the pupils are cared for and nurtured.

### **Quality of teaching, learning and assessment**

### **Requires improvement**

- Teaching, learning and assessment require improvement because teaching is not consistently good in all classes. As a result, pupils' progress is inconsistent.
- Teaching does not provide tasks that offer sufficient challenge, especially for the most

able. This is because work is not always demanding and some teachers' expectations are not high enough.

- The teaching of reading is not yet consistent throughout the school. Teachers' subject knowledge is variable, but leaders have identified this an area requiring more improvement and have put in place a range of training to address this. Early indications show that these strategies are having a positive impact on pupils' progress.
- The teaching of phonics is well organised into daily sessions which are well planned to meet the needs of different pupils. Teachers assess pupils and use this information to provide well-targeted help.
- Leaders have taken steps to improve pupils' learning in mathematics. Training has focused staff on the use of reasoning and problem-solving activities in lessons. In some year groups this is working well and evidence in books shows an increase in pupils' abilities to explain their thinking.
- Writing in current pupils' books has improved since the start of this academic year and reflects pupils' understanding of the features of different types of writing. Leaders have introduced high-quality texts and these have had a very beneficial impact on the quality of their writing for current pupils.
- Workbooks in subjects other than English and mathematics shows that teaching in the wider curriculum is too variable in some year groups. Pupils' progress in subjects such as science and history is too variable to be good.
- Good teaching in the early years ensures that children get off to a good start. Activities are well planned to develop their knowledge, skills and routines. These help children to become independent and learn confidently.
- Pupils with SEND are well supported by teachers and teaching assistants. This helps pupils engage in learning alongside their peers.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Supporting the personal development of pupils is at the heart of the school's work. One parent said: 'This school provides an incredibly positive, nurturing environment. The children feel safe, supported and encouraged to develop at an appropriate rate for the individual child.'
- All pupils have a clear sense of belonging and all staff have a genuine warmth and concern for all pupils, particularly for those who may have difficult situations to deal with. School leaders have developed a culture that helps nurture pupils and celebrates their achievements.
- Pupils have a good understanding of different types of bullying. They know that name-calling, inappropriate language or any form of discrimination is not acceptable. They say that they feel very safe at school. They told inspectors that on the few occasions bullying occurs, staff deal with it quickly.
- Some parents who completed the Ofsted Parent View questionnaire raised behaviour

and bullying as a concern. The inspector considered a range of evidence which shows that bullying and racist incidents are rare. Pupils who spoke with the inspectors confirmed this was the case.

- Discussions with staff who support pupils with additional needs show that the school has effective links with external agencies and is very active in supporting children and families who need additional help.

## Behaviour

- The behaviour of pupils is good. They are confident and self-assured, and pupils of all ages have well-developed social skills. They work together in pairs or groups and support each other well.
- The school manages behaviour well. Leaders have reviewed the behaviour policy and this has led to a reduction of incidents of poor behaviour. Pupils told inspectors that behaviour is good and that there is always someone to talk to if they have a concern.
- Pupils enjoy taking on additional responsibilities. For example, the 'Eco Councillors' try to make the school a better place for all pupils and encourage everyone to respect their community. They work collaboratively together to clean up the local environment and protect wildlife.
- Typically, pupils are keen to learn. Very occasionally, in some classes, a few pupils go off task and talk when they should be working. This tends to occur if activities are not precisely matched to pupils' needs.
- The school has worked hard to establish systems to improve attendance. However, too many pupils are still persistently absent, particularly those who are disadvantaged. Some of these pupils are falling behind in their learning.

## Outcomes for pupils

## Requires improvement

- The quality of teaching is not consistently good enough to ensure that all groups of pupils make good progress in reading and mathematics as they move through the school. This was confirmed by work seen in books, which showed that pupils were not sufficiently challenged in their activities.
- In 2018, the proportion of pupils achieving the combined expected standard at the end of key stage 2 in reading, writing and mathematics remained below the national average. In Year 6, not enough pupils, particularly the most able, reached the higher level when they left, so they consequently underachieved.
- The provisional 2019 national data indicates that current Year 6 pupils are making better progress than in the past. The work seen during the inspection confirms this. This means that the current Year 6 pupils are being better prepared for secondary school.
- Pupils make good progress in the early years, and by the end of the Reception Year the percentage of children achieving a good level of development is in line with the national average.
- Most pupils make good progress in key stage 1. In 2018, the proportion of pupils'

attaining the expected standard in reading, writing and mathematics was in line with the national average.

- The phonics screening check at the end of Year 1 shows that pupils learn well and that the teaching of phonics is good. In the last phonics screening check in 2018, the proportion reaching the expected standard was above average.
- Over time, disadvantaged pupils make variable progress in reading. Current performance information indicates that current pupils are catching up more quickly. However, too few pupils are meeting the expected standards as a result of inconsistent teaching across key stage 2. The impact of the pupil premium funding is variable.
- Pupils with SEND receive good support from teachers and teaching assistants, which is suited to their specific needs. They currently make good progress from their individual starting points.

### Early years provision

**Good**

- Children achieve well in the Reception class. Children make good progress from their starting points due to good teaching. Children make good progress from their starting points and achieve a good level of development by the end of the Reception year.
- The quality of teaching is good. Adults meet regularly to discuss children's achievements and plan activities that follow the children's current interests and needs. Leaders monitor children's learning and development closely. Staff regularly review the learning opportunities so that children learn well.
- Relationships between children and adults are positive. Children are polite to adults and work well together. Staff have created a caring environment where children feel secure and able to learn well.
- Teachers plan learning that interests children and promotes basic skills well. Children were observed asking good questions in the well-resourced outdoor area. They develop their writing and mathematics skills well. This shows that they are well prepared for the next stage in their education in Year 1.
- Staff work closely with parents and communicate well with them. Parents are very supportive of provision and during conversations with inspectors expressed their confidence in the staff. One parent said: 'I feel that all teachers are approachable and always have time to listen to myself and my child.'
- Disadvantaged children and those with SEND make progress that is equal to, or better than, that of their classmates because the teacher plans for each child individually to make good progress.
- Arrangements for safeguarding children are effective and reviewed regularly. All welfare requirements are met. Leaders work well with external agencies to support vulnerable children.



## School details

Unique reference number	123016
Local authority	Oxfordshire
Inspection number	10088067

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

Type of school	Primary
School category	Maintained
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	278
Appropriate authority	The governing body
Chair	Scott Galbraith
Headteacher	Karen MacKenzie
Telephone number	01993 842 189
Website	<a href="http://www.gateway.oxon.sch.uk">www.gateway.oxon.sch.uk</a>
Email address	<a href="mailto:headteacher.2254@gateway.oxon.sch.uk">headteacher.2254@gateway.oxon.sch.uk</a>
Date of previous inspection	16 to 17 June 2015

## Information about this school

- The school is an average-sized primary school. Gateway is close to RAF Brize Norton, and most pupils are from service families.
- The school has recently left a federation of three schools. In January 2019, a new governing body took over the responsibility for the school.
- The headteacher appointed by the federation in September 2018 is leaving at the end of this year. She was not present during this inspection. A new headteacher has been appointed and will take up her post in September 2019.
- Pupils are taught in ten classes. There are two reception classes in which children attend full-time and three combined classes for Years 1 and 2. Years 3, 5 and 6 have single year classes and there are two combined classes for Years 3 and 4, and Years 4 and 5.
- The majority of pupils are White British. The proportion of pupils who speak English as an additional language is below the national average.



- The proportion of pupils with SEND is above average. The proportion of pupils with education, health care plans or statements of special needs is below the average.
- The proportion of pupils who are disadvantaged is below average.
- The school has brokered effective support from Oxfordshire local authority.

## Information about this inspection

- Inspectors observed learning in 23 lessons. Nine of these were carried out jointly with the deputy headteachers.
- Inspectors observed the school's work. They looked at a wide range of documentation, including safeguarding documents, the school's procedures for gaining an accurate view of its own performance, and pupils' work in books.
- To gather pupils' views, a meeting was held with a group, in addition to informal conversations with others during lessons and at breaktimes. Inspectors listened to pupils read and talked to them about books they enjoy.
- Meetings were held with school staff, two members of the governing body, and with parents and carers.
- The inspector considered 24 responses to Ofsted's online staff questionnaire and 47 responses to the online pupils' questionnaire.
- The inspector took account of 57 responses to the Ofsted questionnaire, Parent View, including 24 free-text comments.

## Inspection team

David Harris, lead inspector	Ofsted Inspector
Hilary Goddard	Ofsted Inspector
Christopher Crouch	Ofsted Inspector

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