

Inspection of Abbey Gates Primary School

Vernon Crescent, Ravenshead, Nottingham, Nottinghamshire NG15 9BN

Inspection dates: 20 and 21 February 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Outstanding

This school was last inspected under section 5 of the Education Act 2005 12 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between graded inspections under section 5 of the Act. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection.

What is it like to attend this school?

Abbey Gates Primary School is a caring and inclusive school. Pupils enjoy learning here. A typical comment from pupils is that the school is 'amazing'. Many parents hold similar positive views. The school has high expectations of what pupils can achieve and how they should conduct themselves. Most pupils meet these expectations consistently well.

Pupils are polite and well-mannered. There are positive relationships between pupils and staff. At playtimes, there are many well-organised activities for pupils to do. The school has ensured that playtimes develop pupils' social skills. This means pupils get along well together and enjoy being active. They enjoy taking part in 'take 5' after lunchtime, where they use breathing techniques to relax and prepare themselves for learning.

Pupils feel safe in school. They know who they can talk to if they are worried about anything. Pupils have many opportunities to contribute to the life of the school. They are proud to take part in these. Some pupils are elected to the pupil parliament. Some pupils are play buddies, subject ambassadors and part of the eco-committee. Pupils also enjoy being part of the choir and representing the school in sporting competitions.

What does the school do well and what does it need to do better?

The school is well-led and managed. The school has designed an ambitious curriculum for all pupils, including those with special educational needs and/or disabilities (SEND). For each subject, it is clear what pupils will learn and how they will build their knowledge and skills over time. This supports teachers in delivering the curriculum well.

Teachers have good subject knowledge. They use the lesson structure as set out by the school consistently well. For example, in the recap part of the lesson, pupils discuss what they have learned previously. This helps pupils to remember what they have learned. Teachers present new information clearly. They question pupils well to check their understanding. Pupils usually achieve well. On occasions, some teachers do not always use activities or resources that support pupils' learning. When this is the case, some pupils do not always learn as well as they could.

Pupils with SEND are well supported. They get regular interventions to address any gaps in their learning. Most of these pupils access the same curriculum and achieve well. Teachers get clear information about the needs of pupils with SEND. Mostly, teachers use this information well to support pupils with SEND. However, sometimes they do not always adapt their teaching to help these pupils effectively. As a result, some pupils with SEND do not learn as well as they could.

The school is ambitious for every pupil to develop a love of reading. Pupils start to learn to read as soon as they start school. They have daily phonics sessions. Staff are well trained and deliver these sessions well. Staff use assessment to identify pupils who are at risk of falling behind. These pupils then get extra support. Most pupils gain the knowledge and skills they need to read well. In key stage 2, pupils have regular reading fluency lessons. This helps pupils to read with expression and confidence. Pupils have daily reading sessions and story time. Pupils enjoy reading and can talk confidently about the books they have read.

Children in the early years benefit from a well-planned curriculum. The teacher-led learning and guided activities support the children in developing their knowledge and communication skills. There are clear routines that the children understand and follow. They play well together. Staff ensure that the children are well cared for.

The school's 'aim high, be kind' ethos helps pupils to understand that they should work hard and behave well. In lessons, pupils behave well, and most have excellent attitudes to learning. Staff support pupils in managing their emotions by discussing what they can do to regulate their behaviour. Pupils find this helpful. They can discuss the strategies they use to help them manage their behaviour.

The school has planned well for pupils' broader development. Pupils know how to keep themselves safe online. They learn about healthy relationships and how to be healthy. Through the curriculum, pupils learn about different careers. Pupils have an excellent understanding of fundamental British values and equality. They know to be respectful to others who may be different to them. They are well-prepared for life in modern Britain. Pupils also experience a range of trips and visits that enhance the curriculum. For example, pupils recently enjoyed a virtual visit to the Eden Project.

Staff are proud to work at the school. They feel well supported. Governors perform their roles well.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- On occasions, some teachers do not use the teaching methods that the school has chosen well enough. When this occurs, teachers' activity choices and resources do not always support all pupils' learning. This means sometimes, some pupils do not learn as well as they could. The school should ensure that all teachers use resources and activities that support all pupils in learning the curriculum well.
- Teachers do not always adapt the curriculum well for some pupils with SEND. This means some pupils with SEND do not always learn as well as they could. The

school is aware of this and has plans in place to address this issue. The school should ensure that teachers get the information and training they need to support all pupils with SEND well.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with SEND; [pupils who meet the definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	122659
Local authority	Nottinghamshire County Council
Inspection number	10298445
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	232
Appropriate authority	The governing body
Chair of governing body	Colin Barnard
Headteacher	Abi Quant-Epps
Website	www.abbeygatesprimaryschool.co.uk
Date of previous inspection	31 January and 1 February 2012

Information about this school

- The headteacher was appointed in September 2021.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and the assistant headteachers.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, art and geography. For each deep dive, inspectors held discussions about the

curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors also discussed the curriculum and visited lessons in some other subjects.
- Inspectors visited registration and an assembly.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors met with groups of pupils from a range of year groups, including pupils with SEND.
- Inspectors considered pupils' behaviour at various times of day, including in lessons, around the school site and at lunchtime.
- Inspectors considered the responses to Ofsted Parent View, including the free-text responses. Inspectors also considered the responses to Ofsted's staff questionnaires. An inspector spoke with parents at the school gate.
- The lead inspector met with governors including the chair of governors.

Inspection team

Paul Halcro, lead inspector

His Majesty's Inspector

Linda Azemia

Ofsted Inspector

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