

Inspection of Gunness and Burringham Church of England Primary School

Burringham Road, Gunness, Scunthorpe, Lincolnshire DN17 3LT

Inspection dates:	12 and 13 November 2024
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

The school's ambition for all pupils to be 'agents of change' is at the core of everything it does. There are exceptionally well-planned opportunities that allow pupils to make a positive difference. For instance, pupils have recently launched a community telephone box project where they make items, such as remembrance poppies, for members of the public.

Staff ensure that each pupil is considered in everything they do. Staff know and understand pupils' needs. Staff and pupils have immensely positive and nurturing relationships. Pupils benefit from a school culture of care. For example, each week pupils identify a deserving peer to receive a recognition for kindness. This motivates pupils to behave well. Pupils show high levels of respect. They demonstrate understanding and acceptance of difference. Pupils are able to support their peers because their own emotional needs are met. They do this through their well-being ambassador roles.

Pupils develop high aspirations and show consistently positive attitudes to learning. In class, they respond effectively to the high expectations that the school has of them. Pupils listen attentively to their teachers as well to as each other. The majority of pupils achieve well.

Pupils are happy and safe. They are extremely proud to be part of their school and have high attendance.

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

Since the last inspection, the school has worked effectively to further improve behaviour, attendance and how it promotes pupils' personal development. It has also taken steps to develop the curriculum. The school has identified the key knowledge that it wants pupils to know in all subjects. It has thought carefully about how to design the curriculum for mixed-age classes so that it builds progressively over time.

Subject leaders are well trained and have the subject knowledge they need to support staff. Teachers explain and model new content effectively. They use questions well to support pupils' learning and to check understanding. Most pupils develop secure knowledge. However, in some wider curriculum subjects, there is not a clear enough link between activities undertaken in lessons and the intended learning. This means that some pupils are not appropriately challenged or able to show their curriculum understanding within their written work.

Phonics teaching begins as soon as children join Reception. Staff teach phonics effectively. Most pupils keep pace with the programme and soon become competent, fluent readers. Those who do not keep up with the programme get the support that they need to catch up. The school has taken successful action to encourage pupils to read for pleasure. The school invites parents and carers to take part in reading activities such as 'books and biscuits' events. These events are well attended. However, the school does not provide sufficient opportunities for pupils to practise letter formation and the sounds that they

have learned in their writing. Occasionally, this hinders pupils' writing fluency because they move on to new learning before they have secured the essential steps that come before it.

Clear systems are in place to identify pupils with potential special educational needs and/or disabilities (SEND) quickly. Staff are adept at meeting pupils' needs by adapting their input as needed. Pupils with SEND typically achieve well.

In the early years, the curriculum is designed to match children's interests and to prepare them well for key stage 1. Children learn routines and appropriate behaviour quickly. Staff support children to become independent. For instance, children choose their own snacks and are responsible for washing and drying equipment. Children also select their own resources to use across the provision. The learning environment in the early years is well designed to capture children's interests and stimulate their curiosity.

The school's work to develop pupils' personal development is exceptional. The school has carefully constructed opportunities to develop pupils' spirituality. For example, pupils have developed calming areas, such as under the willow tree in the playground. These support pupils in regulating their own well-being. Pupils have secure knowledge of faiths and cultures that are different to their own. Through communication with a link school in Tanzania, pupils develop an understanding of diversity. Pupils enjoy and excel in the roles and responsibilities offered to them. This is because they have the confidence to take assertive action. For instance, the school gardeners have developed their own risk assessment for the tools they use.

Pupils' behaviour is exceptional. The school begins these high expectations in the early years, where children are focused on their learning and resilient in the face of challenges. Pupils are determined to do their best each and every day.

Many parents have confidence in the school and its leaders. Leaders do all they can to support families. Governors' range of expertise, combined with frequent visits to school, ensures they offer the right level of support and challenge. Leaders are especially mindful of staff workload. They do all that they can to provide support. Staff enjoy working at the school and feel valued.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school does not provide sufficient opportunities for pupils to practise both letter formation and the sounds that they have learned in their writing. This hinders some pupils' writing fluency as they move on to more complex content before they are ready.

The school should consider how pupils practise components in early writing so that they can become fluent and confident writers.

- In the wider curriculum, lesson activities are not consistently well matched to pupils' needs or what the school wants pupils to know and understand. As a result, some pupils are not sufficiently challenged by work or able to secure this understanding over time. The school needs to ensure activities are carefully considered in order to make sure that they meet the needs of pupils and support them to achieve 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	118010
Local authority	North Lincolnshire
Inspection number	10346327
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	100
Appropriate authority	The governing body
Chair of governing body	Donna Louise Senior
Headteacher	Luan Sowerby
Website	www.gandbprimary.co.uk
Dates of previous inspection	2 July 2019, under section 8 of the Education Act 2005

Information about this school

- The school does not currently use any alternative provision.
- The school has a Christian character. It is part of the Diocese of Lincoln. The school's last Statutory Inspection of Anglican and Methodist Schools took place in July 2017.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.

- The lead inspector held meetings with the governing body, including the chair, a representative from the diocese and a member of the local authority.
- To evaluate the effectiveness of safeguarding, the 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 held meetings with the headteacher and other leaders and staff.
- Inspectors considered the views of parents through the responses to Ofsted Parent View, including the free-text comments.
- The lead inspector considered the views of staff through their responses to Ofsted's online survey for staff.
- Inspectors reviewed documentation on pupils' behaviour, attendance and personal development.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and history. 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.
- An inspector looked at samples of pupils' work in writing and the wider curriculum.
- An inspector observed pupils reading to a familiar adult.

Inspection team

Becky Austwick, lead inspector

Ofsted Inspector

Adrian Fearn

Ofsted Inspector

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