

Inspection of a school judged good for overall effectiveness before September 2024: Gateford Park Primary School

Amherst Rise, Gateford Park, Worksop, Nottinghamshire S81 7RG

Inspection dates:

28 and 29 January 2025

Outcome

Gateford Park Primary School has taken effective action to maintain the standards identified at the previous inspection.

What is it like to attend this school?

In this welcoming school community, pupils learn, read and play happily together. Pupils support each other and can be themselves. They trust adults to keep them safe and to help them if they have any worries. There is a strong culture of care.

Manners and respect are important here. Pupils are keen to meet the high expectations of the school. They behave well. In lessons, pupils are motivated and work hard. From the start, children in Nursery develop high levels of independence and resilience. Building on these strong foundations, pupils achieve well.

The school promotes a love of reading enthusiastically. Pupils enjoy reading together in class. The outdoor library, 'reading buddies', author visits and the well-stocked library all contribute to putting reading at the heart of this school.

Pupils' personal development is a priority. Their learning is enriched through educational visits. Children in the early years join the local library and walk to the bakery. Residential, museum visits and sporting fixtures help to develop pupils' cultural learning and character. Pupils make important contributions to the life of the school as 'reading buddies' and well-being leaders. During their time here, pupils develop into responsible, respectful and active citizens.

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

The school's ambition for all pupils, including pupils with special educational needs and/or disabilities (SEND), is reflected in its continuing work to develop the curriculum. The school has set out what pupils should learn more clearly from Nursery to Year 6 in many areas of the curriculum. Teachers benefit from the clarity about what knowledge and

vocabulary to focus on in lessons. There are clear plans for this work to continue in the remaining subjects. Additionally, the school has introduced a new approach to teaching reading, which helps pupils to read with increased confidence and fluency.

Pupils' learning builds step by step, their understanding deepening as they progress through the school. For example, in history, pupils' understanding of monarchy develops from the early years to Year 2, when they learn about British kings and queens, and in Year 4, when they learn about the pharaohs of ancient Egypt. Typically, teachers present new content clearly. They model how pupils should apply their learning effectively. However, some inconsistencies remain. Sometimes, teachers do not explain new ideas clearly or check that pupils understand what they have been taught. This means teachers occasionally move on to new or more complex ideas before knowing if pupils are ready.

Children learn phonics from the start of school. They typically develop confidence quickly, integrating new sounds with what they have learned successfully to read words and sentences. The school makes effective use of assessment to identify pupils who need extra help. Expert staff support pupils well, including pupils with SEND. Pupils' reading improves. The same is true in mathematics, where pupils who need it benefit from targeted, additional teaching.

The school is inclusive. It identifies the strengths and needs of pupils with SEND. Together with parents, carers and other professionals, the school sets appropriate targets for pupils to make progress. The school makes sure that teachers receive effective guidance to help them to make adaptations to meet pupils' needs precisely. It continues to develop staff expertise to further refine this provision.

From the early years, children learn the school's values and routines. Pupils behave well and the school is calm and orderly. Older pupils set a strong example for younger pupils. Pupils play on the equipment and games on offer to them at playtimes considerately. They show positive attitudes to their learning. Most pupils attend well. The school gives sensitive, effective support when pupils' attendance falls short of the school's expectations.

The school provides for pupils' personal development well. Pupils learn how to stay healthy and safe, including when online. Pupils lead breathing sessions for their peers every day. This teaches them how to manage their own feelings and helps them to be ready to learn. Pupils learn about democracy by electing the school's 'pupil parliament'. They celebrate diversity and understand the importance of treating everyone fairly.

The school engages with staff effectively, which is reflected in the positive views that staff share. Many rightly agree that the school is like a family. They are well supported by the school. Governors fulfil their duties diligently and take their role seriously. They provide effective oversight of the school's provision.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Teachers do not check that all pupils understand new vocabulary or content systematically. As a result, they do not know if pupils have understood new knowledge or have gaps in their learning. The school should ensure that teachers check pupils' understanding consistently so that they can identify and address any gaps in knowledge or misconceptions swiftly.
- Sometimes, teachers do not explain new learning effectively or provide enough opportunities for pupils to practise new learning independently. This means that sometimes pupils are not able to apply new knowledge well to deepen their understanding. The school should ensure that teachers present new content clearly and consistently and allow pupils opportunities to practise so that they can remember and apply new learning effectively.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good for overall effectiveness in February 2016.

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 special educational needs and/or disabilities (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	131722
Local authority	Nottinghamshire County Council
Inspection number	10347500
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	234
Appropriate authority	Local authority
Chair of governing body	Geoff Young
Headteacher	Paula Doyle
Website	www.gatefordpark.com
Dates of previous inspection	26 and 27 November 2019, under section 8 of the Education Act 2005

Information about this school

- The school operates before- and after-school clubs that are overseen by those responsible for governance.
- The school does not use any alternative provision.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector met with the headteacher and other leaders, including the special educational needs coordinator.
- The inspector met with members of the governing body, including the chair. They also spoke to a representative of the local authority.

- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work. They held discussions about the curriculum and spoke to staff. The inspector observed pupils read to a trusted adult.
- The inspector observed pupils' behaviour in lessons, around the school, at playtime and at lunchtime. The inspector spoke with pupils about their views of the school, and their learning, behaviour and safety.
- To evaluate the effectiveness of safeguarding, the inspector: 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.
- The inspector held meetings and looked at records relating to attendance and behaviour.
- The inspector held discussions with staff, pupils and parents. The inspector considered the responses to Ofsted's online survey for parents, Ofsted Parent View, as well as to Ofsted's staff survey.

Inspection team

Aoife Galletly, lead inspector

Ofsted Inspector

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