

Bunny CofE Primary School

Inspection report

Unique Reference Number	122751
Local Authority	NOTTINGHAMSHIRE LA
Inspection number	314385
Inspection date	21 January 2008
Reporting inspector	Joanne Harvey

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3-11
Gender of pupils	Mixed
Number on roll	
School	85
Appropriate authority	The governing body
Chair	Dr Tim Sprosen
Headteacher	Mr Martin Kennard
Date of previous school inspection	1 December 2003
School address	Church Street Bunny Nottingham Nottinghamshire NG11 6QW
Telephone number	0115 9212727
Fax number	0115 9213093

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Introduction

The inspection was carried out by one Additional Inspector.

The inspector evaluated the overall effectiveness of the school and investigated the following issues: whether all pupils achieve as well as they can in all subjects, the impact of the curriculum on achievement and standards and personal development, the impact of leadership and management since the last inspection and the accuracy of self-evaluation. Evidence was gathered from discussions with the headteacher, senior staff and governor representatives. In addition, there was observation of parts of several lessons, scrutiny of school information and its self-evaluation, analysis of samples of pupils' work, evaluation of parents' questionnaires, and discussions with pupils. Other aspects of the school's work were not investigated in detail but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified. Where appropriate, these have been included in this report.

Description of the school

This school is much smaller than average. It serves the villages of Bunny and Bradmore to the south of Nottingham. Indicators suggest that this is an area of social and economic advantage. Many children travel from out of catchment to attend the school. There is an unusually high proportion of boys on roll. Very few pupils are entitled to claim free school meals. Almost all pupils are from White British backgrounds. A very small number of pupils are at an early stage of learning English as an additional language. The number of pupils with learning difficulties and/or disabilities is below average. Children currently enter school with skills that exceed those expected for their age. The school has an Investor in People Award and an Active Mark.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is an effective and improving school. Standards in English, mathematics and science are high, sometimes exceptionally so. Children, including those with learning difficulties and disabilities, make good progress throughout the school.

The school's success arises from the strong direction given by the headteacher to a very caring and committed staff. Everyone works extremely hard, in partnership with governors and with the community, to produce a nurturing, lively and challenging environment that helps pupils to become well-rounded individuals. All pupils achieve well academically and personally. It is not surprising that parents are highly appreciative of the school. One wrote, 'The ethos of the school is one of its main strengths; the older children caring for the younger children provides a wonderful community for them to learn and grow. We feel very lucky that our children can attend this school'. This comment summed up the school well and represented the views of many. It is echoed by the children who say, 'Our school is friendly and fun; the teachers know us well, give us confidence and help us make the right decisions'. This good enjoyment is also reflected in the above average level of attendance.

Children's personal development, including their spiritual, moral and social development, is good and reflects the school's Christian ethos well. Their cultural understanding is satisfactory. The large majority of children behave well so rarely a moment is lost maintaining discipline. A small minority find it difficult to maintain the school's very high expectations but everyone works hard to ensure that this does not interfere with the enjoyment and learning of others. Children are encouraged to express their opinions and to accept responsibilities as often as possible, so they grow in confidence, sometimes beyond their years. They demonstrate a good understanding of how to keep themselves and each other safe. They love to be active and have a good understanding of how to make healthy lifestyle choices. The combination of their good literacy, numeracy and, increasingly, information and communication technology skills, together with well-developed personal skills, equips children well for the next stage of their education. The very good pastoral care offered includes effective systems for ensuring the health, safety and welfare of pupils. Safeguarding procedures comply with requirements. Systems to provide academic guidance are good. Adults keep a close check on how well children are progressing and children are clear about the next target they are aiming for. Marking is up to date and celebrates children's success, though it does not always tell them what they need to do to improve.

Much work has gone in to ensuring the quality of teaching and learning is good. Teachers get to know children well and promote positive relationships. A good focus is placed on developing children's basic skills. Detailed lesson planning, based on careful assessment and good subject knowledge, takes pupils' learning forward from whatever level each individual has reached previously. Occasionally, opportunities are lost to provide children with practical activities that give them a chance to practise what they have learned in different ways and to develop further their ability to work independently.

The good curriculum includes an effective programme of personal, social, health and citizenship education and helps children to achieve a good range of academic and social skills. It is enriched well by visits and visitors and by good use of local community partnerships and facilities, particularly the local parish church. Children not only benefit from, but also contribute well to, their own community and the lives of others. For example, they are proud to raise money for

many charities. As one said, 'We feel it is only right that we should help others less fortunate than ourselves.' Children say they are very happy with the range of activities in lunchtime and after school clubs. They enjoy the opportunity to learn French or a musical instrument of their own choice. They talk animatedly about their lasting memories of residential visits, which they say help them to develop important life skills. They are similarly enthusiastic about occasional topics they have studied, such as The Rainforest and the Second World War, which they say are fun, bring learning alive and help them to remember a great deal of information. Those who lead the school acknowledge that the curriculum does not yet offer enough of these opportunities. The school is working towards an approach that links the teaching of different subjects in creative and stimulating ways to add to children's enjoyment.

The headteacher has been highly effective in introducing systematic procedures to check accurately how well the school is doing and in driving forward initiatives. These have contributed to the good improvements made since the last inspection. He has introduced effective systems to check on how well children are doing in English and mathematics, for setting challenging individual targets and for improving the quality of teaching and learning. Governors are supportive and offer challenge though many are new to their role. Leadership is beginning to be devolved with curriculum leaders now being able to demonstrate their positive impact on school improvement within their subject areas. Though the headteacher has a clear vision for the strategic direction of the school, governors and other leaders are not yet making their full contribution to the development of this strategic view. They are not yet involved in a sufficiently rigorous way in the processes of checking on the work of the school and planning for further improvement. However, expectations are high and challenging targets are set and achieved. Issues from the previous inspection have been addressed successfully and the school has good capacity to continue to improve.

Effectiveness of the Foundation Stage

Grade: 2

Children do well in the Foundation Stage. Although some had only been in school a few days, they settle quickly into this happy environment. With the good support and knowledge of staff, children feel valued, secure, confident and ready to learn. Children thrive and make good progress in most areas of learning. Individualised learning programmes are based on careful assessment, which contributes to good teaching and strong support from teaching assistants. Consequently, by the time children enter Year 1, most have attained the goals expected of them and many have surpassed them. Teachers are becoming increasingly successful in ensuring that children are offered a good balance of teacher-led activities and opportunities to direct their own activities in all areas of their learning. The school recognises that at present, the quality of the curriculum offered to children outdoors, though satisfactory, does not match the quality of experiences provided inside.

What the school should do to improve further

- Develop an integrated, creative and enlivened approach to curriculum planning which promotes lessons that fully and actively engage children in their learning.
- Devolve leadership and management more fully so that everyone can extend their contribution to quickening the pace of school improvement.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

22 January 2008

Dear Children

Inspection of Bunny CofE Primary School, Nottingham NG11 6QW

Thank you for making me so welcome when I visited your school recently. This letter is to tell you what I found out.

There are lots of things that I like about your school. Some of them are:

- you achieve higher standards and make better progress than most children
- most of you behave well and get on well with each other
- you enjoy school and the school is good at organising interesting things for you to do
- all of the adults in your school make sure that you are well cared for and looked after
- your headteacher, and all of the other people who help run your school, are effective at making sure that you get a good education.

I agree with your parents that you go to a good school. All of the adults in your school want it to be even better. To help them to do this I think that the most important thing to do next is to make sure that teachers plan more of the topics which you say you enjoy and that help you to learn well. Everyone at the school is going to play their full part in improving the work of the school.

I certainly enjoyed talking with you and finding out all about your school. Keep on working hard, doing your very best and enjoying your time at school.

Joanne Harvey

Lead inspector