

# Gunness and Burringham Church of England Primary School

## Inspection report

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Unique Reference Number	118010
Local Authority	North Lincolnshire
Inspection number	326738
Inspection dates	19–20 May 2009
Reporting inspector	Mr Dave Byrne

This inspection was carried out under section 8 of the Education Act 2005 under pilot arrangements; it was also deemed a section 5 inspection under the same Act.

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Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	88
Appropriate authority	The governing body
Chair	Mrs M Hughes
Headteacher	Mrs A Ellis
Date of previous school inspection	13 July 2006
School address	Burringham Road Gunness Scunthorpe DN17 3LT
Telephone number	01724 782460
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## Introduction

This pilot inspection was carried out by one additional inspector. The inspector visited 8 lessons, and held meetings with staff, pupils and governors. In addition, there were brief discussions with specialist staff supporting pupils with learning difficulties and/or disabilities and with a small number of parents and parent helpers. An observation was made of the school's work, and evaluations made of assessment and tracking records, samples of curriculum plans, minutes of Governing body meetings, the school improvement plan and details of plans to support pupils with learning difficulties and/or disabilities. In addition, the views of parents were gauged from the 41 questionnaires received.

The inspector reviewed many aspects of the school's work and looked in detail at the following:

- the achievement and progress of pupils across the school and whether there are any variations within it
- the quality of provision for pupils with learning difficulties and/or disabilities and the impact this has on these pupils' learning
- the effectiveness of strategies to broaden pupils' knowledge and understanding of the wider world
- the accuracy of the systems adopted by the staff and governors for evaluating and monitoring the school's effectiveness.

## Information about the school

This is a small school. An above average percentage of pupils have learning difficulties and/or disabilities with an average percentage with statements of special educational need. The proportion of pupils eligible for free school meals has declined in recent years and is currently below average. The attainment on entry to the school in the Early Years Foundation Stage (Reception) is generally typical for children of their age. The vast majority of pupils are of White British ethnic background and none has English as an additional language.

## Inspection judgements

Grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Overall effectiveness

2

Capacity for sustained improvement

2

### Main findings

This is a good school. It has a number of outstanding features. Pupils' behaviour is outstanding and is a result of extremely high levels of care and support which pervade all aspects of school life. Strong and visionary leadership by the headteacher sets high expectations for staff and pupils within a very caring and supportive environment. Pupils love learning which is reflected in above average attendance.

Pupils make good progress in their time in school. From starting points that are typical for their age in the Early Years Foundation Stage they leave Year 6 with above average attainment. On most occasions, good teaching promotes good learning amongst pupils. In general, teachers know their pupils well and use assessment effectively to plan work which extends the pupils' existing skills and knowledge. Excellent attitudes are displayed by pupils; the large majority take a pride in what they do and show a strong desire to do even better. Pupils with learning difficulties and/or disabilities are accurately identified and given good support from school staff and specialists employed from outside. As a result, these pupils are totally included in school life and they make good progress towards their academic and personal targets. The rate of progress across the school, while good overall, varies. It is good in the Early Years Foundation Stage, slows to just satisfactory in Key Stage 1, and then accelerates in Key Stage 2 being particularly rapid in Years 5 and 6. The school acknowledges that learning slows in Key Stage 1. This is because some pupils, most noticeably the more able, are not challenged enough.

The curriculum enables pupils to develop both academically and personally. There are strengths in aspects of music and the performing arts but a relative weakness in the use of information and communication technology (ICT) to support learning. The school rightly feels that there is scope to improve planning so that better links between subjects makes learning consistently more inspiring and relevant to pupils' lives. In the Early Years Foundation Stage, children receive a lively and well planned curriculum. Children are confident using the outdoor areas, but resources in this aspect are relatively poor. While pupils across the school have many opportunities to get involved in their local community, for example, by participating in the local summer fair, opportunities to learn about the richness and diversity of modern Britain and beyond are few. As a result, the pupils' knowledge and understanding of the wider world and global issues is relatively weak.

The pupils thrive on a good range of responsibilities provided for them both within lessons as well as in the day to day management of the school. Their voice is heard through a successful school council and whether they are acting as play leaders or assisting younger ones by serving and clearing up during lunch, pupils constantly rally around to help others. Pupils develop into mature, confident young citizens who are well prepared for their next stage of their education.

The school has a good capacity to improve. The headteacher and key staff, supported by a good governing body, know the school's strengths and weaknesses. Much has been done to successfully raise achievement over the last two years and swift action is being taken to ensure that all pupils get the best possible teaching. At all levels, leaders systematically monitor the quality of teaching and learning. The information gained is used to identify where the school needs to go next so that clear plans for improvement are developed. Academic targets are effectively used to monitor progress so that groups or individuals who are falling behind are supported. Parents, pupils and staff are proud of the school and talk very positively of the many improvements that have occurred since the previous inspection. Attainment is higher because of better teaching and effective use of assessment; the role of subject managers is now much better and the provision in the Early Years Foundation Stage meets the range of abilities within it well. Significant improvements have also been made to the quality of the accommodation and to its security.

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

- Ensure that the progress of pupils is consistently good or better across the school by:
  - improving the quality of teaching and learning in Key Stage 1 so that all pupils, but particularly the more able, are suitably challenged.
- Improve the quality of the curriculum by:
  - extending opportunities for pupils' to learn about the cultural richness and diversity of modern society and the global community
  - making better use of computers and forging closer links between subjects to add greater relevance and excitement and to learning
  - improving the quality of resources for outdoor learning in the Early Years Foundation Stage.

## Outcomes for individuals and groups of pupils

2
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Most pupils demonstrate good progress in lessons. They are willing learners and demonstrate a desire to do as well as possible. Most lessons are enjoyable for pupils and increase their existing skills and knowledge at a good rate.

Attainment at the end of Key Stage 2 has been rising rapidly over the last three years. The results of the national tests in English, mathematics and science are higher than they were in the previous inspection and in 2008 were above the national average for the second year running. Data held by the school indicates that results for Year 6 are likely to remain above average in the coming years. At Key

Stage 1, results have been less impressive. While they are broadly average, progress is only satisfactory with concerns about the pupils' achievement in writing. Some pupils, the more able in particular, could do better. Across the school, the pupils with learning difficulties and/or disabilities make good progress and attain well in comparison with similar pupils nationally.

The pupils are unanimous that they feel safe at school. They talk enthusiastically about how much behaviour has improved and how bullying is virtually non-existent. Observations show that behaviour is outstanding both in and out of lessons; at all times pupils treat others with respect and consideration. Pupils say they make good friends and like their lessons and their teachers. These are important reasons for their enjoyment of school and good attendance. The pupils' great enthusiasm for cooking and their good awareness of eating healthily is reflected in the school's recognition as being a Healthy School. Pupils have an excellent awareness for their age of how to act safely and demonstrate maturity in the way they play and move around school. Pupils have a very good understanding of right from wrong and develop very good social skills. However, their cultural development has a significant weakness. Although pupils have a good understanding of their own, local culture, they have little knowledge of the cultural richness and diversity of modern society.

*These are the grades for pupils' outcomes*

Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with learning difficulties and/or disabilities and their progress	2
How well do pupils achieve and enjoy their learning?	2
To what extent do pupils feel safe?	1
How well do pupils behave?	1
To what extent do pupils adopt healthy lifestyles?	2
To what extent do pupils contribute to the school and wider community?	2
Pupils' attendance <sup>1</sup>	2
How well do pupils develop workplace and other skills that will contribute to their future economic well-being?	2
What is the extent of pupils' spiritual, moral, social and cultural development?	3

## How effective is the provision?

The quality of teaching and learning is good overall, with strengths in the Early Years Foundation Stage and Key Stage 2. Teachers generally know the abilities of each pupil and use this knowledge to plan work which extends all groups well. There have been rapid improvements since the previous inspection in the quality of assessment. It is now used by staff to identify underachieving pupils so that action is taken to

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

improve progress. This has been most successful in Key Stage 2 where progress picks up markedly after a time in Key Stage 1 where it was satisfactory. Teaching meets the needs of pupils with learning difficulties and/or disabilities well. Where teaching is less than good, it is because too much time is taken by adults talking which reduces time for pupils to get on with learning activities. Marking is generally constructive and helpful in guiding pupils towards higher standards. The process of involving pupils in assessing how well they are doing and in devising personalised targets is underway and impacting positively on standards.

The quality of the curriculum is satisfactory. Planning takes account of all national curriculum subjects, including French but links between subjects are not exploited enough. Positive developments are underway to inject more excitement and fun to the curriculum and to make it link more closely to the lives of the pupils. A noticeable strength is in the provision for music and the performing arts. As choir members, many pupils experience the joy of performing in front of others. Extra-curricular clubs are popular with pupils, some of which are offered on a rolling programme, for example, the cooking club. Links with other schools benefits the learning of pupils in a number of areas for example in their skills of performing publicly and in participating in sports and musical events. An important weakness in the curriculum is that there are too few opportunities for pupils to use ICT to support learning. Another is a lack of time planned for pupils to develop a secure knowledge and understanding of the wider world and its cultural richness and diversity.

Levels of care, guidance and support are outstanding. Pupils know there is always an adult available to turn to if they have personal issues that need resolving. Excellent links with outside agencies, such as the Hearing Impaired Service, enables all pupils with learning difficulties and/or disabilities to be fully included in school life. Great care is taken with the introduction to full time education when children start Reception and when they move on to secondary school. Transition arrangements are excellent.

*These are the grades for the quality of provision*

The quality of teaching	2
The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	1

## How effective are leadership and management?

The headteacher provides a very clear vision for the school's future which is based on a thorough knowledge and understanding of the school and its community. Very strong and effective leadership has improved the school rapidly since the last inspection. The strong leadership has moved the school from being satisfactory to good with some outstanding features. Excellent systems are in place to maintain safety and to ensure the safeguarding of pupils. A strong team has been created between key staff, parents and the governing body. Regular monitoring by key staff and better use of assessment has enabled weaknesses in the school to be recognised

which have driven areas for improvement. Staff are totally focused on raising the standards and achievement of all pupils, not just in English, mathematics and science but also in other subjects and in the pupils’ personal development. This is evidenced in the improved results at Key Stage 2, the great success of the school choir and in the better provision and outcomes in the Early Years Foundation Stage.

The governing body are lively and very knowledgeable. Led by a strong chairperson, complemented by hard working governors, the next steps for the school are understood and supported. The governing body and staff are rightly proud of the inclusive nature of the school. While the very strong family ethos within the school makes a very positive contribution to community cohesion, strategies for widening pupils’ knowledge of the wider world, and monitoring the attitudes of pupils in this regard, are relatively weak.

Very close partnerships have been built with parents and carers. They are kept well informed about their children’s progress and given many opportunities to develop an understanding of how they can help with learning at home. Very close links with neighbouring schools, both primary and secondary, and with external agencies within the education and health services combine to make a very positive difference to the education of all pupils. The school monitors its spending carefully to benefit the education of all pupils. It gives good value for money.

*These are the grades for leadership and management*

The effectiveness of leadership and management in communicating ambition and driving improvement	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school’s engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

## Early Years Foundation Stage

Provision in the Early Years Foundation Stage is good. The small numbers entering Reception each year means that the range of skills and knowledge can vary from year to year. Generally however, children start with skills that are typical for their age with a relative strength in their personal, social and emotional development. Good teaching results in children making good progress and they attain well. Close links with parents and carers both before starting school and also during the first year, helps children to be very settled and happy. Children develop positive attitudes to



others and share and cooperate well.

Staff are imaginative in the activities they provide. For example, a letter from the fairy in the 'Magic Garden' captivated children and prompted them to apply their early writing skills to reply. Some focused adult led interventions are skilfully woven into the lively play based curriculum. This enables children to develop a secure knowledge and understanding of letter sounds and blends and to develop early reading and writing skills and mathematical understanding. Good planning gives children lots of scope to learn through their play. For example, mathematics and physical development were explored when children excitedly timed how long it took for each to complete a mini obstacle course. This involved counting up to twenty and beyond while also practising their balance and coordination.

The provision is well led and managed. Good use is made of the accommodation but outdoors, it is far from ideal and holds back aspects of outdoor learning. Despite the limitations of the outdoor area, the teacher and teaching assistant work hard to give children their entitlement by providing exciting play and learning activities. A temporary gazebo doubles up as a play area, an outdoor classroom and as a mini garden area with pots of herbs, and vegetables. Assessment is at the heart of the planning and makes sure that children are given individual support where needed. The needs of those with learning difficulties and/or disabilities are extremely well met with excellent liaison between staff and external support teachers. Children are well prepared for moving on to Key Stage 1.

Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management in the Early Years Foundation Stage	2
Overall effectiveness of the Early Years Foundation Stage	2

## Views of parents and carers

The overwhelming majority of parents and carers rate the school very highly. They feel it has improved significantly and provides a high quality of education. The following comment on two questionnaires typifies the views of the vast majority, 'The whole area is proud of the school...pupils make super progress', and 'this is a wonderful, child orientated school...it is like a large family'. A number of parents commented about the high quality of care within the school, the way pupils are valued and the quality of support provided for pupils with learning difficulties and/or disabilities. Many parents stated strong support for the headteacher and felt that the school is much better than it was at the previous inspection. There was one expression of concern. This was linked to a perception that some children don't have an equal chance to attend after school clubs. Discussion with the school indicates that all pupils are able to attend but the very popular clubs, for example, the cooking club, can only take a set number at a time and a rolling programme is operated.

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Ofsted invited all the registered parents and carers of pupils registered at Gunness and Burringham CofE Primary School to complete a questionnaire about their views of the school. If a parent has more than one child at the school, we ask them to record an answer against all the questions, for each of their children.

The inspection team received 41 completed questionnaires. In total, there are 70 parents and carers registered at the school.

	Always	Most of the time	Occasionally	Never
Overall, I am happy with my child's experience at this school	40	1	0	0

## What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs. In 2007-8, 15% of schools were judged to be outstanding.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well. In 2007-8, 49% of schools were judged good.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. In 2007-8, 32% of schools were judged satisfactory.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. In 2007-8, 5% of schools were judged inadequate.

## Common terminology used by inspectors

- Attainment:** the standard of the pupils' work shown by test and examination results and in lessons.
- Progress:** the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
- Achievement:** the progress and success of a pupil in their learning, training or development. This may refer to the acquisition of skills, knowledge, understanding or desired attributes. Attributes include qualities or personal competencies which are important to the development of the pupil; for example personal, social, cultural, emotional or health.
- Capacity to improve:** the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
- Leadership and management:** the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.

21 May 2009



Dear Pupils

Inspection of Gunness and Burringham Church of England Primary School,  
North Lincolnshire, DN17 3LT

It was a privilege to spend two days with you. I felt very special being invited to join you during lunch and to share your thoughts. It is obvious that you all like school and feel proud of it. I understand why you feel this way because your school is good and has some outstanding features to it.

I am very impressed by your excellent behaviour and attitudes. It was good to see how you help each other, usually try your hardest in lessons and show care. You say you like your teachers. This is one reason why by the end of Year 6, you achieve well and attain above average standards. The teaching you receive is usually good and makes sure that all of you get the support you need. Your good knowledge of how to stay healthy and your excellent understanding of how to keep safe stand you in good stead for being happy in future. You develop into mature and confident young citizens well prepared to take advantage of your next stage of education. There is one aspect of your personal development that would benefit you as you prepare for adult life though. This is in developing amongst you a better understanding of the wider world and the cultures within it. I have also asked the school to make better links between subjects and improve your skills on the computer.

Those of you starting school in Reception have lots of good things to do. Learning is fun and you do well. I was pleased to see how much you use the outdoors to learn but more needs to be done to improve the outside area.

Many of you told me how much you like your headteacher. I agree that she is doing a really good job. Together with her team, she has created a school where the care and support you receive is outstanding. It is good to find that your views are listened to so that you can have a say in your own education.

Please thank your parents and carers for sending me their questionnaires. They were extremely supportive of the school and matched the opinions you have of it as well as my own.

I wish you all the best for your future.

Yours faithfully

Dave Byrne  
Additional inspector

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