

Inspection of a good school: Gateford Park Primary School

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

Inspection dates:

26–27 November 2019

Outcome

Gateford Park Primary School continues to be a good school.

What is it like to attend this school?

Gateford is a happy school. It is a calm place to learn. Staff, pupils, parents and carers agree that the school provides a safe place where children can succeed.

Leaders have high expectations that all pupils will do well. Pupils told me that they enjoy learning because they are interested in the topics they study. They are polite to each other and visitors. They enjoy being members of the 'Pupil Parliament'. This means they can lead assemblies about how to keep themselves safe when they are walking home in the dark and how to keep safe online. Pupils have a good understanding of bullying, although they feel it rarely happens. They explained the importance of telling an adult if they have any concerns or worries.

All staff expect a high standard of behaviour from pupils. Pupils respond accordingly. This helps lessons and playtimes to flow smoothly. Pupils' behaviour was particularly impressive during the wet lunchtime break when they were keen to show me what they do. Teachers had provided a range of activities so that pupils could play and socialise together.

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

Leaders and staff continue to provide a good quality of education. Leaders have made the teaching of reading a high priority. This is especially true in the Reception class and in Year 1. Staff have a clear overview of the phonics programme. They are clear about what they expect pupils to know and be able to do each term. Pupils are well supported by teaching assistants who provide extra help to the small number of pupils who need to catch up quickly. By the end of Year 1, almost all pupils are confident readers.

Leaders have introduced 'whole-class reading' into English lessons. This means that all pupils can read a book together which is linked to their topic theme. For example, in Year 5, pupils have been studying Ancient Egypt. Pupils told me how much their teachers enthuse them with books and stories.

In mathematics, staff follow a carefully planned curriculum that focuses on what pupils will learn each year. Pupils can use their mathematical skills across other subjects. For example, in Year 6, pupils were asked to work out fractions in relation to a theme from 'Mary Poppins'. However, teachers do not always plan work that is demanding enough for some pupils, including in mathematics. Leaders are aware of this and have asked subject leaders to check that the work teachers provide for pupils in all subjects is sufficiently demanding.

In science, teachers plan lessons for pupils that cover the requirements of the national curriculum. Leaders have put in place a clear method for teachers to check how much pupils know and remember over time. Pupils were keen to tell me about their work on fossils and explained the link to evolution and inheritance.

Pupils with special educational needs and/or disabilities (SEND) have appropriate resources in lessons to help them to learn. Staff adapt activities for pupils with SEND so that they can access the learning in the classroom and achieve well. Staff skilfully adapt lessons to meet the needs of pupils who need extra help with their reading or mathematics.

Pupils' behaviour is good throughout school, and bullying is not tolerated. All classes have 'Golden Rules' for encouraging good behaviour. Pupils who gain the most 'Golden Tickets' have their good behaviour celebrated in weekly assemblies. Pupils agree that the behaviour system is fair.

Pupils take part in a wide range of after-school activities and residential visits. The school choir performs at events which include the local Christmas lights 'switch-on'. Year 5 pupils are looking forward to performing at a national arena as part of the 'Young Voices' mass choir. This is something they are clearly excited about! Pupils have a good awareness of a range of faiths and cultures.

In the early years, staff give children lots of opportunities to develop their number and reading skills. During the inspection, staff in the Nursery linked number work skilfully to a book on hedgehogs. Children were asked to 'add more' spikes when counting to 10. In the Reception class, staff model language clearly and accurately to children, for example in their phonics activities. This helps to develop children's early reading skills.

Leaders and governors are mindful of staff workload. All staff agree that they feel supported and have time to complete their work, including important tasks such as ensuring good communication with parents.

Safeguarding

The arrangements for safeguarding are effective.

Pupils' safety and well-being are of great importance to leaders and staff. All staff understand and follow the school's procedures for raising concerns about pupils' welfare. There is good support for new staff. Leaders act immediately on concerns that are brought to their attention. Leaders work effectively with other agencies. The recruitment

of new staff is well managed. All the correct checks are made before they start working in school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school's curriculum is coherently planned and sequenced across the full range of subjects. Teachers are now implementing the curriculum plans across the school. However, subject leaders do not know enough about the work pupils are given. This means that, sometimes, pupils are given work that is not demanding enough, including in mathematics. While pupils generally attain well, this means that some pupils cannot achieve as highly as they should. Senior leaders should ensure that subject leaders regularly check the implementation of their curriculum aims to ensure that it is appropriately demanding for all pupils.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good on 9–10 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 Ofsted Parent View information 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

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

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	131722
Local authority	Nottinghamshire County Council
Inspection number	10110136
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	233
Appropriate authority	The governing body
Chair of governing body	Geoff Young
Headteacher	Paula Doyle
Website	www.gatefordpark.com/
Date of previous inspection	9–10 February 2016

Information about this school

- There have been no significant changes at this school since the last inspection.

Information about this inspection

- I met with the headteacher, deputy headteacher, inclusion leader and other curriculum leaders and staff.
- The following subjects were evaluated in depth: reading, mathematics and science. This involved speaking with curriculum leaders, teachers and pupils, examining planning documents and pupils' books, and carrying out joint lesson visits with the headteacher.
- I inspected safeguarding by speaking with leaders, staff and pupils, and reviewing policies, documents and the school's system for recording concerns. I reviewed the single central record of checks on the suitability of staff to work with children.
- I met with two representatives of the governing body to discuss how they fulfil their statutory duties regarding safeguarding. I also discussed to what extent they are mindful of staff workload.

- I carried out a range of inspection activities to evaluate how the school supports pupils' wider development, including how pupils are prepared for life in modern Britain.
- I observed pupils' behaviour in lessons and around school.

Inspection team

Karen Slack, lead inspector

Ofsted Inspector

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