

Inspection of a good school: The Gonerby Hill Foot Church of England Primary School

Gonerby Road, Gonerby Hill Foot, Grantham, Lincolnshire NG31 8HQ

Inspection dates:

26 and 27 September 2023

Outcome

The Gonerby Hill Foot Church of England Primary School continues to be a good school.

What is it like to attend this school?

‘Learning, Loving and Living’ is the school’s vision and the experience of all pupils at this school.

The school has an ambitious curriculum, based around the key ideas of ‘communication, culture, conflict and conservation’. These ideas help the school to decide what should be included in lessons. The school makes sure that all pupils learn the curriculum well. Everybody in the school knows that learning to read is important. The school makes sure that all pupils receive the support they need to learn to read.

Pupils feel safe in school. They know that the adults keep them safe. Pupils say that they treat each other well. They know that some pupils have additional needs. They make sure that all pupils take part in the life of the school. They understand that some pupils need extra help in learning to keep calm.

Pupils behave well in the school. They normally behave well in lessons. Pupils are taught about how their actions affect the people around them.

Pupils enjoy the wide range of opportunities they have. These include cooking for parents and carers at the Year 6 gala.

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

The school has planned an ambitious, sequenced and coherent curriculum. The curriculum puts in order what the children and pupils will learn from Reception to Year 6. In most subjects, the curriculum identifies the knowledge that pupils need to learn and remember. In a few subjects, this is not so precise. In those subjects, pupils do not know and remember more over time.

The reading curriculum is well established. The school is relentless in making sure that all pupils learn to read. Teachers are experts at teaching phonics and reading. All pupils experience high-quality phonics lessons. They learn to say and blend sounds. The books pupils read match the sounds that they know. Children in the early years learn to read from the start of their time in school. Adults are quick to identify children who may be struggling to learn to read. These children receive appropriate support to help them to catch up. Pupils who do not pass the phonics check are well supported until they are fluent. Pupils enjoy reading a wide range of books and poems. This helps all pupils understand the complex richness and diversity of the world.

The mathematics curriculum is carefully planned and sequenced. Teachers check in every lesson what pupils have learned and remembered. Teachers quickly resolve any misunderstandings. Pupils gain fluency in mathematical knowledge. Teachers make sure that pupils learn how to reason and problem-solve. Teachers use high-quality materials that help all pupils to be curious about mathematics and develop complex mathematical thinking.

In the early years, children follow clear routines well. They have strong learning experiences. Children's experiences in the afternoon build on what has been learned in the morning. Those who struggle to move from Reception to Year 1 receive support to help them to prepare for this change.

Teachers know the pupils well. Pupils with special educational needs and/or disabilities (SEND) have their needs clearly identified. They receive extra support in class. Teachers make sure that pupils with SEND learn the most important parts of the curriculum well. This enables these pupils to learn the curriculum exceptionally well. Pupils with SEND are involved in all school activities.

There are clear routines and systems in place to help pupils learn how to behave. Pupils know these routines and respond well to them. When pupils do not behave well, teachers help them understand the consequences of their behaviour for others and how they can make amends. Consequently, pupils have opportunities to learn about compassion and empathy.

Pupils benefit from a well-sequenced personal, social and health education curriculum. They learn how to keep themselves safe, especially when online. Pupils enjoy a wide range of trips and visits. These include visits to York and the coast as well as visits to local areas of interest.

Leaders support their staff, including to make sure that teachers' workload is manageable. Teachers engage well with other agencies to increase their knowledge of the curriculum.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, the curriculum does not identify the precise knowledge that pupils need to learn. Consequently, pupils do not develop detailed knowledge and skills equally well in all subjects. The school should ensure that the curriculum sets out the key knowledge and skills that pupils should gain, and when, in all subjects.

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 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 would now receive a higher or lower grade, then the next inspection will be a graded inspection, which 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 in September 2014.

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	120524
Local authority	Lincolnshire
Inspection number	10298424
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	282
Appropriate authority	The governing body
Chair of governing body	Michael Buckeridge
Headteacher	Jayne Watson
Website	www.gonerbyhillfoot.co.uk
Date of previous inspection	13 June 2018, under section 8 of the Education Act 2005

Information about this school

- The school uses one registered alternative provision.

Information about this inspection

- Inspections are a point-in-time judgement 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 carried out deep dives in mathematics, early reading, and design and technology. For each deep dive, he 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. He also considered the curriculum in some other subjects.
- The inspector met formally with pupils and staff. He observed pupils' behaviour in lessons and around the school.

- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record of pre-employment checks; 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 put pupils' interests first.
- The inspector took into account responses to Ofsted's online surveys for parents, pupils and school staff.

Inspection team

Steven Barnes, lead inspector

Ofsted Inspector

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