

Inspection of a good school: Bunny CofE Primary School

Church Street, Bunny, Nottingham, Nottinghamshire NG11 6QW

Inspection dates:

21 July 2022

Outcome

Bunny CofE Primary School continues to be a good school.

What is it like to attend this school?

Pupils form friendships quickly at Bunny Church of England Primary School. It is a warm and welcoming learning community. Pupils are kind, respectful and well behaved. They look out for each other. Pupils feel safe and well cared for. They feel comfortable speaking to an adult if they are worried. Bullying is very rare. Pupils know that if it occurs, teachers will deal with it firmly and thoughtfully.

Lessons help pupils to develop the school's 'treasures' of love, honesty, respect, courage, aspiration and peace. These values are woven into the school's ambitious curriculum. Pupils, staff, parents and carers work well together to bring these to life.

At this school, reading is celebrated and books are 'treasured'. Pupils enjoy reading together during their 'reading for pleasure' sessions. Older pupils help younger pupils to practise and improve their reading.

Pupils enjoy a range of experiences and extra-curricular activities that the school provides. This includes singing, construction club, forest school, mindfulness club and 'spaghetti maths'. Pupils develop their confidence by performing together. Pupils and parents value the school's sense of community.

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

The school's curriculum is well planned and sequenced. Most subjects outline what pupils should learn and when they should learn it. The school's curriculum helps teachers to understand and build on the key knowledge that pupils should know from Nursery to Year 6. However, not all subjects are at this stage of development.

Teachers have a secure understanding of how to deliver the school's curriculum. They present information clearly. Teachers ensure that pupils understand and use technical vocabulary in lessons. Most pupils respond to questions using full sentences, and express their ideas well. In most subjects, teachers make regular checks to determine the next steps for pupils' learning. However, in some subjects, assessment is at an early stage of

development. It does not help teachers to check closely what pupils know and remember. Leaders are in the process of addressing this.

Leaders have introduced a new early reading programme. Staff have been trained to teach it well and lessons are well structured. Phonics is taught from the start of the Reception Year. Teachers regularly check how well pupils are learning to read. Leaders use this information to make sure that pupils get the support they need to keep up with the reading programme.

The early years curriculum is well planned and sequenced. Leaders have clearly set out what children should learn and achieve in the early years. Relationships in early years are strong. Staff know the children well. Children are well prepared for the next stage in learning.

In lessons, teachers identify pupils who need additional support. They ensure that help is provided the same day. Pupils with special educational needs and/or disabilities (SEND) get the support they need to access the full curriculum. They receive support to become confident readers. They told inspectors that they 'love reading', and spoke with pride about the books they have read.

Pupils behave well in lessons and around school. In class, pupils listen carefully and work hard. They learn that mistakes are part of learning. On the playground, pupils of all ages play together. If someone needs a friend, they can sit on the 'friendship bench' and other pupils will come to chat.

The programme for pupils' personal development is strong. Leaders have designed a curriculum based on safety, caring, achievement, resilience and friendship. Pupils learn to be respectful. They learn to celebrate the diversity and values of modern Britain. Teachers encourage pupils to think about the world from different points of view.

This is a school that staff are proud to work in. Leaders, including governors, are considerate of staff well-being. Teachers value the training opportunities that they receive.

Safeguarding

The arrangements for safeguarding are effective.

The culture of safeguarding is well established. Staff receive regular training. They know their pupils well. Pupils feel confident to speak to adults about any worries or concerns they may have.

Leaders ensure that they have a secure understanding of the risks that pupils and their families may face. They ensure that the right support from external agencies is secured when needed. Leaders regularly check their records to ensure that no emerging risks are overlooked.

The school's curriculum helps pupils to learn how to keep themselves and others safe. It includes first aid and how to stay safe online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, assessment is at an early stage of development. It does not help teachers to check closely on what pupils know and remember. Leaders should ensure that assessment is used consistently, across all subjects, to identify gaps in pupils' learning and to inform teaching.
- In some subjects, the curriculum does not make clear the most important content that pupils are expected to know and remember. This does not help pupils to know the school's curriculum sufficiently in all subjects. Leaders should ensure that all subjects clearly outline the most important knowledge that pupils are expected to know and remember from early years to Year 6.

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 or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, 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 deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in January 2013.

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.

If you are the school and 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	122751
Local authority	Nottinghamshire County Council
Inspection number	10211637
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	107
Appropriate authority	The governing body
Chair	Victoria Beckford
Headteacher	Georgina Anelay
Website	www.bunnyprimaryschool.com
Date of previous inspection	10 January 2017, under section 8 of the Education Act 2005

Information about this school

- The school does not use any alternative provision.
- The school is part of the Diocese of Southwell and Nottingham. The school had its last section 48 inspection in March 2018. This is an inspection of the school's religious character.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The lead inspector held meetings with the headteacher and governors.
- Inspectors scrutinised a range of documents, including those relating to safeguarding and SEND.
- Inspectors carried out deep dives in reading, mathematics and physical education. As part of the deep dives, inspectors visited lessons, listened to pupils read, reviewed curriculum plans, and spoke with curriculum leaders, pupils and teachers.

- Inspectors visited lessons and observed pupils at various times of the school day.
- The inspector considered the views of pupils, parents and staff through discussions during the inspection and through Ofsted's surveys.

Inspection team

Aoife Galletly, lead inspector

Her Majesty's Inspector

Roxanne Fearn-Davies

Her Majesty's Inspector

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