

Gunthorpe CofE Primary School

Address: Davids Lane, Gunthorpe, Nottingham, Nottinghamshire, NG14 7EW

Unique reference number (URN): 144534

Inspection report: 10 February 2026

Exceptional	
Strong standard	● ●
Expected standard	● ● ● ● ●
Needs attention	
Urgent improvement	

✔ **Safeguarding standards met**

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Attendance and behaviour

Strong standard ●

Leaders consistently promote the importance of pupils attending school regularly. They routinely explore the attendance of every pupil. This high ambition is shared by all staff. When attendance falls short of the school's high expectations, leaders provide appropriate support and challenge. They work closely with other agencies to support families. As a result, pupils' attendance is above the national average and continues to rise.

Leaders have high expectations for pupils to behave well throughout the school. Pupils respond positively to this. The atmosphere in classrooms and around school is highly conducive to learning. Pupils demonstrate positive levels of self-control. All staff subtly challenge and support pupils. This means that pupils make appropriate choices for themselves. Pupils flourish within classes.

Pupils are highly respectful of one another. They talk about the school's value of service guiding them in their actions. The 'wellbeing rangers' help pupils with decision-making and support others when they need help. These pupils are positive role models to others. This does not stop at 'wellbeing rangers' but also extends to older pupils. For example, at lunchtimes, older pupils model what positive behaviour looks like effectively and consistently to younger pupils.

Early years

Strong standard ●

The school has established an ambitious curriculum. This sets out the important things that children need so that they are ready for their next steps. Learning activities, inside and outside, are well organised. This enables children to practise and deepen key skills. Staff check what children know and understand and carefully enhance activities accordingly. Pupils sustain concentration, work with others and talk confidently about their learning.

Staff interact with children with skill and purpose. They model clear language and introduce ambitious vocabulary in daily routines and play. Staff ask questions that extend children's thinking and encourage them to explain their ideas. As a result, children develop communication skills and use new words with confidence.

Reading is a clear priority. The school ensures that children begin phonics straight away. Staff check children's understanding often and give immediate support if they fall behind. This helps children read and write with increasing accuracy.

Leaders ensure that partnerships with parents, carers and external agencies are particularly positive. Parents feel involved and well informed. Transition arrangements help children settle quickly.

The school seeks professional advice to remove barriers for children with special educational needs and/or disabilities. As a result, all children, including the most vulnerable, make clear progress from their start points. This supports them well to be ready for Year 1.

Expected standard

Achievement

Expected standard 

Pupils do well at this school. The school has worked hard to secure continued improvements in recent years. Pupils now routinely achieve better than national outcomes. Leaders have been alert to a decline in pupils achieving the higher standard in reading at key stage 2 recently. They have taken swift action to improve this.

Leaders have established systems to ensure that they understand how well pupils learn throughout the curriculum. This includes in the wider curriculum. This information is analysed at subject level as well as pupil level. Teachers regularly revisit learning from prior topics to check what pupils recall from their learning. When the school recognises it has not done so well in certain areas of the curriculum, it establishes a clear plan to make improvements. This leads to better outcomes for pupils over time. This includes the most disadvantaged and pupils with special educational needs and/or disabilities.

Curriculum and teaching

Expected standard 

Leaders have established an ambitious and well-organised curriculum. This sets out the key knowledge pupils need to know and remember. Leaders ensure that staff have the requisite knowledge to teach each subject well. They routinely check how well the curriculum is taught.

There has been a particular focus to develop the foundations for learning. For example, the focus on writing legibly, with correct spelling and grammar, ensures that pupils write and communicate well.

The school has recently trained staff to adapt tasks in lessons to meet all pupils' needs, including those with special educational needs and/or disabilities (SEND). On occasions, adaptations are not always implemented consistently well. This means that some pupils do not always receive the right support at the right time.

The school has developed a range of resources that help pupils remember what they have learned before. This helps pupils to make connections with prior learning. Pupils talk positively about each subject. Teachers regularly check how well pupils are doing, including pupils with SEND and those who may be disadvantaged. If pupils fall behind, teachers check and provide appropriate support. Pupils soon catch up.

Inclusion

Expected standard 

This is an inclusive school. Leaders ensure that they get to know the needs of pupils with special educational needs and/or disabilities well. Staff act quickly to remove barriers to pupils' learning and make sure that the right support is in place. For example, staff receive the necessary training to support pupils with additional needs. This ensures that these pupils do well over time.

Leaders routinely check how well pupils are doing. This includes the most disadvantaged pupils. However, they do not fully evaluate the impact of the use of additional funding. This means that there is not the necessary clarity of how effectively some strategies are impacting. Some strategies do not always lead to greater pupil progress.

The school works closely with a wide range of external agencies. Any support from these agencies is integrated into an overarching plan for all pupils with additional needs. The school ensures that staff are aware of any practical steps they can make to support these pupils. Teachers implement these effectively.

The school ensures that pupils are well prepared for their next steps. Parents and carers are highly positive about the support their children receive.

Leadership and governance

Expected standard 

Leaders know the school well and understand both its strengths and the areas that need more work. They use clear and effective systems to check how well the school is performing. When they notice any dip in standards, leaders respond quickly and set out focused plans that guide staff's action. Leaders set high expectations and model the school's values in all they do. This creates a positive and consistent culture.

Governors meet their statutory duties with care and confidence. They make sure they receive the right information to evaluate the impact of leaders' decisions. They adjust their roles, when needed, so they can keep a close watch on the school's priorities. Governors challenge leaders appropriately. They make sure that pupils are safe and the school is well run. Governors act on external advice and review their own work to ensure that they add value.

Leaders and governors make decisions that put pupils first, including those who are disadvantaged, those with special educational needs and/or disabilities or those who are known to social care. Staff benefit from a well-planned training programme that builds skill and confidence over time. Leaders manage staff's workload and wellbeing with care. Staff, parents and carers speak with pride about the school.

Personal development and wellbeing

Expected standard 

The school provides a broad range of enrichment activities that strengthen the curriculum. Visits, such as to national museums of remembrance, help pupils reflect on their learning about World War Two and their role in society. Residential trips help pupils build strong relationships and grow in confidence. Pupils develop an appreciation of nature and understand their duty to care for the planet. The school offers a wide range of clubs. Some pupils take up new interests as a consequence, such as learning musical instruments. Leaders use 'pupil audits' to shape and extend these opportunities. This means that it makes suitable changes when necessary.

The school's values guide pupils well. Values such as friendship, determination, respect, forgiveness and service help pupils make thoughtful choices. Pupils reflect on their actions and understand how their behaviour affects others. They show resilience and speak clearly about overcoming challenges. The school teaches pupils about different religions and

cultures. This helps pupils to develop respect and tolerance. On occasion, a few pupils' recall of key knowledge of other faiths is limited. The school ensures that pupils understand the importance of fundamental British values and how to live as good citizens.

The school provides a range of opportunities for pupils to help the school community and to make a positive difference to it. The 'pupil parliament' makes decisions about how to make the school better. Worship leaders and eco-club members promote positive change, including for the environment. The school teaches pupils about how to look after themselves. This includes learning about how their bodies mature and develop. Pupils understand how to stay safe online.

Leaders have adapted the personal, social, health and economic programme well to link to the school's and community's needs. Pastoral care is particularly supportive and helps pupils to overcome barriers to learning. The school ensures that all pupils, including the most disadvantaged, benefit from its wide offer.

What it's like to be a pupil at this school

Pupils enjoy coming to this warm and friendly school and attend regularly. The school is a happy place. Pupils, parents and carers state that it has a 'family feel' to it. The motto, 'feeding minds, touching hearts', sets the tone for the school's work. One parent typically commented, 'This is a wonderful, caring school with a strong sense of community.' Pupils quickly learn the established routines, this includes in the early years. For example, the 'Cheers and Tears' group supports parents when children first start at the school. It helps them to build relationships, understand routines and help their child settle quickly into school life.

There are high expectations for pupils to achieve well. Pupils enjoy learning. Teachers provide engaging activities that are fun and enable pupils to make links in their learning over time. The school is keen to support all pupils to succeed, particularly those with special educational needs and/or disabilities. Leaders and staff work hard to establish what barriers pupils may have to their learning. Staff receive training to help them adapt learning activities to meet all pupils' needs. Pupils do well at this school.

Central to the school are its values. These guide pupils in their behaviours and attitudes. Pupils get on well with each other. They say that they feel safe. Playtimes are fun times when older pupils mix with younger ones. Older pupils are good roles models. 'Take care points' reward pupils who demonstrate the school's values. Pupils develop into caring and respectful individuals. They develop a sense of themselves in the world. The school prepares pupils well for what the future might hold.

Next steps

- Leaders should ensure that adaptive teaching approaches are strengthened so that pupils, including those with high prior attainment, build on their prior learning to deepen

their knowledge and skills.

- Leaders should further evaluate the pupil premium strategy so that it has a sustained effect on raising the standards of achievement of disadvantaged pupils.
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About this inspection

This school is part of Aspire Multi-Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Kathryn Watson, and overseen by a board of trustees, chaired by Peter Golightly.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with the headteacher, assistant headteacher and special educational needs and/or disabilities coordinator during the inspection. They also spoke with the chief executive officer, trustees, including the chair of trustees, and members of the governing body, including the chair. Inspectors spoke with a wide range of staff, pupils and parents and carers during the inspection.

The inspectors confirmed the following information about the school:

The school uses no alternative provision.

The school is a Church of England school in the diocese of Southwell and Nottingham. The school's last section 48 inspection was in March 2019.

Headteacher: Melanie Brown

Lead inspector:

Mark Anderson, His Majesty's Inspector

Team inspector:

Jay Virk, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.



This data is from 10 February 2026

School and pupil context

Total pupils

73

Well below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

105

Well below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

16.18%

Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

0.00%

Well below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

6.85%

Well below average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Well below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	81%	61%	Above
2024/25 (revised)	71%	62%	Above
2023/24 (final)	85%	61%	Above
2022/23 (final)	87%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	93%	74%	Above
2024/25 (revised)	93%	75%	Above
2023/24 (final)	92%	74%	Above
2022/23 (final)	93%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	86%	72%	Above
2024/25 (revised)	86%	72%	Above
2023/24 (final)	85%	72%	Above
2022/23 (final)	87%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	93%	73%	Above
2024/25 (revised)	86%	74%	Above
2023/24 (final)	100%	73%	Above
2022/23 (final)	93%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		46%	
2024/25 (revised)	S	47%	S
2023/24 (final)	S	46%	S
2022/23		44%	

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average		62%	

Year	This school	National average	Compared with national average
2024/25 (revised)	S	63%	S
2023/24 (final)	S	62%	S
2022/23		60%	

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average		59%	
2024/25 (revised)	S	59%	S
2023/24 (final)	S	58%	S
2022/23		58%	

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		60%	
2024/25 (revised)	S	61%	S
2023/24 (final)	S	59%	S
2022/23		59%	

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		68%	
2024/25 (revised)	S	69%	S
2023/24 (final)	S	67%	S
2022/23		66%	

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		80%	
2024/25 (revised)	S	81%	S
2023/24 (final)	S	80%	S
2022/23		78%	

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		78%	
2024/25 (revised)	S	78%	S
2023/24 (final)	S	78%	S
2022/23		77%	

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		80%	
2024/25 (revised)	S	81%	S
2023/24 (final)	S	79%	S
2022/23		79%	

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	3.2%	5.2%	Below
2023/24 (3 term)	4.8%	5.5%	Close to average
2022/23 (3 term)	4.4%	5.9%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	4.5%	13.3%	Below
2023/24 (3 term)	7.8%	14.6%	Below
2022/23 (3 term)	10.7%	16.2%	Below

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

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