

Pierrepont Gamston Primary School

Address: Coledale, West Bridgford, Nottingham, Nottinghamshire, NG2 6TH

Unique reference number (URN): 132194

Inspection report: 23 June 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.

Expected standard

Achievement

Expected standard 

Pupils are well prepared for their next stage of education. They achieve highly in national tests and examinations. This is demonstrated in above-national average results for the majority of pupils. Across core subjects, pupils acquire knowledge and skills appropriately and this is reflected in outcomes for reading and mathematics.

Across the wider curriculum, pupils are typically able to recall their learning. Pupils, including those with special educational needs and/or disabilities (SEND), achieve less well across the wider curriculum and in some of the foundation subjects. Pupils show pride in their work. Leaders have focused on developing pupils' reading and communication skills. This has resulted in more pupils securing the important knowledge that they need. Pupils develop their vocabulary well, including pupils with SEND.

Attendance and behaviour

Expected standard 

Overall, attendance at the school is above the national average. Pupils understand the importance of attending school. They arrive punctually and settle quickly to their learning each day. Leaders have systems in place to contact families when pupils do not attend school. Leaders have oversight of attendance and monitoring of pupils who do not attend as well. At times, leaders do not act swiftly enough to check on the wellbeing of pupils who are not attending school for long periods of time or who do not attend daily. This means that some pupils and their families do not receive the guidance and support they need to help pupils to attend school more often.

Leaders have established a very positive culture for behaviour across the school. Pupils generally live up to the high expectations that staff have of them and they follow the school value to 'radiate love' in showing kindness to each other. Pupils behave very well. They say that incidents of poor behaviour, discrimination and bullying are rare. If an incident does happen, pupils feel that it is managed well. Playtimes and lunchtimes are harmonious. Older pupils support younger pupils in engaging with a wide range of activities.

Curriculum and teaching

Expected standard 

Leaders have developed a broad and balanced curriculum that focuses on developing pupils' vocabulary and communication skills. The curriculum is designed to build on what pupils already know. This is particularly evident in mathematics, where pupils have regular opportunities to recall and retrieve prior learning. However, in some subjects the curriculum is not as well adapted as it could be for the mixed-age classes. Older pupils in the mixed-age classes are not consistently supported and challenged to develop their subject-specific skills and build on prior learning as well as they should.

Typically, teachers demonstrate secure subject knowledge. They have carefully considered different enrichment opportunities connected to different subjects. For example, in history, leaders have ensured that local historical sources have been incorporated into the curriculum.

Leaders make sure that pupils learn the basic skills of reading. Younger pupils read books matched to their phonics knowledge. The mathematics curriculum is logically sequenced and structured to help pupils build their knowledge. Leaders have recently developed their approach to teaching writing and grammar. This has had an impact, and pupils' work has improved. Leaders recognise that there is more work to be done to support pupils with their handwriting and spelling across the curriculum. Sometimes, pupils make spelling errors in their work which are not corrected.

The curriculum has been adapted to support pupils with special educational needs and/or disabilities (SEND). Teaching assistants support pupils to access their learning. At times, some pupils with SEND spend time away from the main classroom environment which is not as purposeful as it could be.

Leadership and governance

Expected standard 

There have been changes to the leadership team since the previous inspection, including a new headteacher and deputy headteacher. Leaders have established an open and reflective leadership culture. Typically, staff describe leaders as approachable, supportive and responsive. Staff feel that their workload and wellbeing are considered when any changes to the school's provision or curriculum are made.

Governors have clear oversight of the school's work. Leaders have recognised the strengths of the school and aspects that require further development. They have sought external advice to support them in developing the provision across the school. Governors challenge and support school leaders to achieve the ambitious aims of the school. During the inspection, leaders acted swiftly to improve the recording of some actions connected to some safeguarding concerns. Leaders are keen to ensure that the school provides pupils with a holistic education with a focus on academic achievement and pastoral development.

Staff have regular opportunities to engage with professional learning and expertise. For example, the school is active in a local partnership with other schools and regularly shares best practice to support pupils across the partnership. Staff have recently received training to support the school's work on inclusion. The impact of this is not yet consistently embedded across the school. Leaders have ensured that there is programme of monitoring across the school. At times, this monitoring of areas of the school's work is not as joined up as it could be. Leaders have recognised this and are acting swiftly to ensure clarity of oversight across aspects of the school's provision.

Personal development and wellbeing

Expected standard 

Leaders have established a coherent approach to personal development. Careful consideration has been given to prepare pupils for their lives beyond school, including in relation to their spiritual development. This includes trips and visits to places of worship and the National Holocaust Centre. Pupils engage in fundraising for local and national charities and take up regular opportunities to represent the school in local and national competitions. Through the school's personal development provision, pupils receive age-appropriate relationships education. They are taught about how to keep themselves safe, including when online and in relation to water safety.

Pupils at the school have a well-developed sense of moral responsibility. They recognise the need to support and help others. Pupils live out the school's values and generally show an understanding of the fundamental British values. For example, pupils are able to talk about democracy when they vote for which local charity to support through their fundraising work. They understand the difference between right and wrong.

Pupils benefit from a broad range of clubs. Leaders ensure that disadvantaged pupils and those with special educational needs and/or disabilities can access them. Clubs such as French club, judo and on the stage club allow pupils to uncover new talents and interests.

Leaders provide a range of pastoral support and guidance for pupils. For example, the school employs a health mentor who provides support to pupils on an individual basis if they have any worries or are facing any difficulties in their lives. This support helps pupils to feel supported and more confident in talking about their emotions.

A minority of pupils who do not attend school as often as they should do not benefit from the personal development provision. Some pupils who miss learning connected to personal development do not routinely get the opportunity to catch up.

Needs attention

Early years

Needs attention 

Children in the early years benefit from supportive relationships with staff. They are encouraged to develop their independence through well-established routines. Close partnerships with parents and carers are well established and highly valued. This helps children to quickly settle and feel safe. Staff provide targeted support and adapt the curriculum to meet the needs of individual children. Staff make regular and appropriate checks on how well children progress through the curriculum. This helps to identify gaps in learning.

Children receive the support that they need to develop their reading skills. They are encouraged, through the teaching of phonics, to blend and sound out words to read fluently. Leaders have recently improved the teaching of writing. Children now develop their writing skills and form letters correctly to a greater extent than was previously the case. They are encouraged to develop their communication skills. Children talk and interact positively with each other.

While the curriculum is well sequenced, at times, children are not able to deepen their learning across the learning environment, including through continuous provision. This means that there are missed opportunities for some children to develop their skills and understanding across different areas of their learning, including through the outdoor provision.

Pierrepont Gamston is a welcoming school. Leaders have ensured that there are processes in place to support pupils transitioning to the school. For example, pupils who speak English as an additional language benefit from a range of strategies to enable them to access the curriculum and socialise with their peers. This includes the young interpreters programme and other multilingual projects.

Pupils with special educational needs and/or disabilities benefit from supportive relationships with caring staff. Leaders use additional funding provided to the school to support disadvantaged pupils effectively. Staff support pupils to access the extra-curricular provision on offer at the school.

While leaders and staff demonstrate a commitment to inclusive practice, and there are coherent systems in place to identify needs and adapt provision, there is variability in the implementation and evaluation of some aspects of the school's work connected to inclusion. This affects some pupils who access some of their learning outside of the main classroom, and also a minority of pupils who face additional barriers and who do not attend school as often as they should.

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

Pupils are happy and feel safe at this welcoming school. Most pupils attend well and there is a clear focus on celebrating success at the school. Pupils show pride in their achievements and enjoy representing the school. They are able to articulate the importance of 'fredenfreude' which is how they enjoy sharing in the achievements of others. The Christian ethos is at the heart of the school community. Pupils live out the school values which centre around 'aiming high and caring for all'.

Pupils show care and consideration to each other. These caring relationships also exist among staff and pupils. Staff create calm learning environments across the school. Pupils can access the 'helpful room' should they require any emotional or wellbeing support. Pupils behave well. Older pupils act as positive role models to younger pupils. They take on leadership roles such as house captains and take five ambassadors. These roles enable them to be active in the life of the school and develop their confidence.

By the time pupils leave the school, most are ready for the next stage of their education. Typically, pupils enjoy their learning and achieve well in national tests. Staff understand the different barriers that some pupils face to their learning. At times, a small minority of pupils with special educational needs and/or disabilities, and other vulnerabilities, do not benefit from timely actions to support them in attending school and accessing the full breadth of the curriculum and the array of opportunities that the school offers.

Children in the early years benefit from positive relationships with staff and clear routines. However, some children do not consistently get the opportunity to extend and deepen their learning across the provision, including opportunities to develop their writing skills.

Pupils enjoy accessing a wide range of extra-curricular opportunities. This includes clubs and activities to develop their talents and interests. Many pupils are active members of the school's very popular chess club. They try out activities such as zorbing, skateboarding club and golf.

Next steps

- Leaders should embed recent changes to the curriculum so that pupils develop fluency and accuracy in transcription and spelling skills.
 - Leaders should ensure that classroom practice more consistently meets the needs of different learners in the school's mixed-age classes.
 - Leaders should ensure that there is strategic oversight of the different systems in place to support vulnerable pupils, including those who do not attend school as often as they should.
 - Leaders should make sure that the early years curriculum carefully identifies the key knowledge across all aspects of the provision so that children continue to build on and deepen their knowledge and understanding.
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About this inspection

The chair of the board of governors in this school is Claire Meese.

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.

Inspectors spoke with the headteacher, deputy headteacher, special educational needs and disabilities coordinator, teachers, support staff, governors, a representative from the local authority, a representative from the diocese, pupils, parents and carers during the inspection.

The school currently uses no alternative provision.

The current headteacher and deputy headteacher took up their posts after the last inspection.

Headteacher: Claire Bills

Lead inspector:

Roxanne Fearn-Davies, His Majesty's Inspector

Team inspectors:

Nicola Davies, Ofsted Inspector

Julie Worthington, 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 23 June 2026

School and pupil context**Total pupils**

306

Close to 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

315

Close to 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)

12.09%

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

0.65%

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

6.54%

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

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	86%	61%	Above
2024/25 (final)	83%	62%	Above
2023/24 (final)	85%	61%	Above
2022/23 (final)	90%	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	88%	74%	Above
2024/25 (final)	83%	75%	Above
2023/24 (final)	92%	74%	Above
2022/23 (final)	90%	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	92%	72%	Above
2024/25 (final)	90%	72%	Above
2023/24 (final)	90%	72%	Above
2022/23 (final)	96%	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	95%	73%	Above
2024/25 (final)	92%	74%	Above
2023/24 (final)	98%	73%	Above
2022/23 (final)	96%	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	59%	46%	Above
2024/25 (final)	44%	47%	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	63%	46%	Above
2022/23 (final)	S	44%	S

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	64%	62%	Close to average
2024/25 (final)	44%	63%	Below
2023/24 (final)	75%	62%	Above
2022/23 (final)	S	60%	S

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	73%	59%	Above
2024/25 (final)	56%	59%	Close to average
2023/24 (final)	75%	58%	Above
2022/23 (final)	S	58%	S

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	77%	60%	Above
2024/25 (final)	56%	61%	Close to average
2023/24 (final)	88%	59%	Above
2022/23 (final)	S	59%	S

‘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	59%	68%	-9 pp
2024/25 (final)	44%	69%	-25 pp
2023/24 (final)	63%	67%	-5 pp
2022/23 (final)	S	66%	S

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	64%	80%	-16 pp
2024/25 (final)	44%	81%	-36 pp
2023/24 (final)	75%	80%	-5 pp
2022/23 (final)	S	78%	S

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	73%	78%	-5 pp
2024/25 (final)	56%	78%	-23 pp
2023/24 (final)	75%	78%	-3 pp
2022/23 (final)	S	77%	S

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	77%	80%	-2 pp
2024/25 (final)	56%	81%	-25 pp
2023/24 (final)	88%	79%	8 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	S	79%	S

‘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 (3 term)	3.6%	5.2%	Below
2023/24 (3 term)	3.7%	5.5%	Below
2022/23 (3 term)	4.2%	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 (3 term)	7.9%	13.0%	Below
2023/24 (3 term)	8.7%	14.6%	Below
2022/23 (3 term)	8.3%	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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