

Gedney Church End Primary School

Church End, Gedney, Spalding, PE12 0BU

Inspection dates 11–12 June 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Despite improvements, teaching is not consistently good and this results in uneven progress in reading, writing and mathematics.
- The information on pupils' achievement is not used well enough by teachers to provide activities which are challenging for all pupils, especially the most able.
- When teachers assess pupils' writing, they do not consider carefully if pieces of writing make sense and whether the writing is of high quality.
- Teachers do not check regularly that pupils make improvements to their work in response to their marking.
- The actions in the school improvement plan have ensured some improvements in teaching but more is needed to ensure improvement continues over time.
- Subject leaders are not yet influencing teaching or pupils' achievement sufficiently well.
- Teachers do not have specific enough targets to help them improve their teaching skills and become consistently good.
- The school's policy for including all pupils is not fully understood by parents.

The school has the following strengths

- Under the determined leadership of the headteacher, there have been improvements made against the key issues identified in the previous inspection.
- The achievement of the current Year 6 pupils is good.
- Pupils enjoy school, behave well and are keen to learn. They say they feel safe in school.
- Reception children settle quickly and make good progress in their personal, social and emotional development.
- Pupils are polite and welcoming to visitors. Their spiritual, moral, social and cultural development is good.
- Governors are knowledgeable and are starting to provide good support and challenge.

Information about this inspection

- At the same time as Gedney Church End Primary School was being inspected, Lutton St Nicholas Primary School, which is federated with Gedney, was inspected by a different lead inspector. However, to avoid unnecessary duplication, some meetings with staff, including the headteacher, were held either in common or by one lead inspector on behalf of the other.
- Discussions were held with the headteacher, class teachers, those with responsibility for subjects and five members of the governing body. A telephone conversation was held with a representative of the local authority.
- The inspector visited five lessons, three of which were observed jointly with the headteacher. The written work of pupils in all year groups was scrutinised in order to evaluate teaching over time.
- The inspector spoke to pupils during lessons and held meetings with groups of pupils to find out their views on behaviour, safety and bullying. The inspector also spoke to pupils about their reading habits.
- Information from the scrutiny of a range of documentation was used to help form inspection judgments. These documents included the school's own evaluation of its strengths and weaknesses and the resulting improvement plans, a record of the management of teachers' performance, monitoring documentation, assessment information, minutes of meetings and information relating to safeguarding and attendance.
- The inspector looked at the local authority's and Ofsted's reports of the school's progress towards improvement since the previous inspection.
- The 20 responses to the online questionnaire (Parent View) were considered to evaluate parents' views of the school's work.
- An analysis of the 10 responses to the staff questionnaire, along with discussions with staff during the inspection, gave the inspector an insight into their views.

Inspection team

Lois Furness, Lead inspector

Additional Inspector

Full report

Information about this school

- Gedney Church End Primary School is a much smaller than average-sized primary school serving families living in Gedney and other local villages in a scattered rural community. It is part of a hard federation with Lutton St Nicholas Primary School. The two schools share the same headteacher and governing body and all leadership and management roles allocated to the teaching staff are shared between the two federated schools.
- Most pupils are of White British heritage and very few pupils speak English as an additional language.
- An above-average proportion of pupils are eligible for the pupil premium, which provides additional funding for children in local authority care and those known to be eligible for free school meals.
- The proportion of disabled pupils and those who have special educational needs who are supported through school action is broadly average. The percentage who have a statement of special educational needs, or who are supported at school action plus, is well above average.
- The school meets the government's current floor standards, which set the minimum expectation for pupils' attainment and progress in reading, writing and mathematics.
- There are currently three classes: One for Reception-aged children and Year 1 pupils, another for Years 2, 3 and 4 pupils and one for Years 5 and 6 pupils.
- Over the last two years, there has been high staff absence and there have been difficulties recently in recruiting an assistant headteacher to replace the English subject leader who is leaving at the end of this academic year.

What does the school need to do to improve further?

- Ensure all teaching is at least good and pupils make rapid progress especially in writing and mathematics, by:
 - teachers setting work that is at the right level of difficulty for all groups of pupils especially the more able
 - making sure that teachers check that pieces of writing make sense and that pupils know what is needed to write well
 - teachers checking that pupils respond to the feedback given to them
 - through the system of performance management agreeing precise targets with staff for improving their teaching skills and providing any necessary training to help them achieve these targets.
- Strengthen the effectiveness of leadership and management by:
 - fine-tuning the actions in the single school improvement plan so that they ensure sustained improvements in teaching
 - subject leaders taking firm action to improve teaching and achievement in their areas of responsibility
 - leaders communicating clearly to parents the school's policy for inclusion.

Inspection judgements

The achievement of pupils requires improvement

- The abilities of different year groups vary in this very small school. Small numbers of pupils make the comparison of statistics year on year unreliable.
- Progress across year groups in a range of subjects, including English and mathematics, is not consistently good enough for pupils to reach the levels they are capable of. The work in pupils' books confirms this pattern of variable progress. The most-able pupils do not achieve as well as they should as work is sometimes too easy, or repeats what they know already. This is particularly evident in mathematics, when pupils are given higher numbers to calculate rather than doing something more challenging.
- By the end of Year 6 in 2013, attainment overall was well below average and too few pupils made better than expected progress in writing or mathematics. Progress was better in reading. Current Year 6 assessment information shows that more pupils are making expected or better than expected progress than last year, and almost all pupils are working at least at the level expected for their age in all three subjects. Their achievement is good.
- However, this good achievement is not evident in all other year groups. The assessment information collated in May 2014 shows that in all year groups, the majority of pupils are making expected progress from their starting points in September 2013, but there is not enough evidence of better than expected progress.
- In all year groups, most pupils are working at age-related expectations in reading. For the past two years, approximately two thirds of pupils met the required standard in the national screening check in phonics (letters and the sounds they make) in Year 1 as a result of daily phonics teaching. Pupils say they enjoy reading and read regularly in school and at home.
- Writing assessments indicate that most pupils, as in reading, are at age-related expectations. However, pupils' work shows that although pupils have competent grammar, punctuation and spelling skills, pieces of writing do not always make sense. The writing techniques used, such as the use of direct speech, do not improve the quality of pupils' writing.
- On entry to the Early Years Foundation Stage (Reception), attainment varies considerably. The data of the current Reception class shows that attainment on entry was below that expected for the children's age. Progress this year is good particularly in children's personal, social and emotional skills. On entry, information is now much more reliable as staff take good account of the national guidance about what is expected of children of this age.
- In 2013, the Year 6 pupils who were eligible for pupil premium funding attained similarly to those not eligible for this funding in mathematics, and the grammar, punctuation and spelling test. However, they attained less well in reading by three terms and by two terms in writing. Current assessment information shows that pupils supported through the pupil premium are making good progress and the gap between these two groups of pupils is narrowing in reading and writing.
- The progress of disabled pupils and those who have special educational needs is improving alongside that of other pupils. These pupils are sometimes withdrawn in smaller groups to boost their learning. They make good progress in their groups but do not always transfer this learning to their work when they return to class. The progress of the very few pupils who speak English as an additional language is the same as that of their peers.

- School leaders are committed to the well-being of all groups of pupils and have a clear desire to promote equal opportunities and tackle discrimination. However, this desire has not yet ensured that all pupils make rapid and sustained progress and attain their best, highest possible standards.

The quality of teaching

requires improvement

- Despite improvements, teaching has not been good enough over time to result in good achievement. There is good teaching but too much still requires improvement in all classes. This is shown in pupils' books as well as in the observations during the inspection, the school's data and the school's own evaluations of teaching.
- Teachers do not consistently plan work that challenges all groups of pupils especially the most-able. This means that pupils do not make progress as rapidly as they could. For example in writing, Year 5 and 6 pupils were asked to write a set of instructions. This was a low-level task that could have been completed by much less competent writers.
- Teachers mark pupils' written work regularly and often explain to them what they have done well and how they can get better. There is some good practice in all year groups, where pupils are asked questions to develop their thinking or given extra tasks to do. However, teachers do not ensure that pupils always respond to their comments and opportunities, therefore, to extend understanding are missed. In one book sampled, a pupil was asked to 'remember full stops' but was not asked to go back over the work and include this punctuation. In another, a pupil was asked, 'Where is the simile?' However, the pupil did not respond by inserting a simile into the paragraph.
- Staff have worked hard to gain a common understanding of how to assess and level writing and all use the same resource to ensure similar evaluations across both schools. In terms of grammar, spelling and punctuation this is successful. However, the resource does not give sufficient emphasis to the features of different types of writing. Furthermore, it does not take account of what pupils need to do to produce a good quality piece of work overall.
- Teaching assistants are deployed suitably to support different groups, and to ensure pupils stay on task, concentrate and behave well. They sensitively manage the very few pupils who find it difficult to behave well. Teaching assistants give a good mixture of challenge and support to disabled pupils and those with special educational needs.
- Lessons are orderly, routines well-established and relationships good. Pupils like their teachers and are keen to please them by working hard and behaving well. They enjoy the work they are given, and take a pride in doing well. Classrooms are attractive with useful prompts on walls to support pupils' learning. Teachers provide many opportunities for pupils to work together or to discuss their work, and pupils have good collaborative skills as a result.
- Reception-aged children are helped to settle quickly into school life. Exciting, interesting activities stimulate children's curiosity and interest. The effective use of space and resources in the indoor and outdoor areas support children's learning well.

The behaviour and safety of pupils

is good

- The behaviour of pupils is good. The staff work successfully with Reception-aged children in supportive, encouraging ways. The strong focus on promoting personal, social and emotional

development makes sure children are happy, eager to learn and enjoy school life.

- This enjoyment continues in Years 1 to 6. This is reflected in pupils' attendance, which had been low for some years, but has gone up this year to be in line with the national average. Good behaviour and enjoyment are on display in the popular breakfast club each day. A healthy breakfast is combined with a variety of interesting activities to give pupils a good start to the day. The club has also contributed to improved attendance.
- Pupils interact well with one another and are willing to discuss and share ideas. In all classes, pupils are eager to answer questions. Pupils are friendly with one another and are welcoming to visitors. Teachers and other adults set good examples of how to respect each other and this contributes to the good relationships among pupils and with adults.
- Parental responses to the online questionnaire show that a minority of parents have concerns about behaviour and bullying. When questioned, pupils say that behaviour of most pupils is 'typically good'. However, they do say that there are a very few pupils who do not behave well and the school behaviour records confirm this view. Pupils also say that when misbehaviour occurs it is dealt with quickly by staff. The school's clear behaviour policy is consistently implemented by all staff and fully understood by pupils. Pupils told the inspector they hated to lose any of their 'golden time' and records show the incidents of misbehaviour are reducing.
- The school's work to keep pupils safe and secure is good. Pupils feel safe in school and say that although they may fall out, there is no bullying. School records confirm this. They have a good understanding of different types of bullying including physical, mental and cyber-bullying. Pupils support and help each other and it was noted during the inspection that older pupils looked after younger ones when sharing activities in the playground.
- If bullying did occur, pupils say they are confident that teachers and other adults would deal with it quickly and effectively. They have trusting relationships with adults and feel they are cared for very well. They have a clear understanding of risk, which is strongly reinforced by the school's focus on personal safety. Pupils know why they should not give out personal information such as their names and addresses to strangers, including when using the internet.

The leadership and management

requires improvement

- Teaching is not consistently good enough to ensure pupils' good achievement in all year groups and, therefore, leadership and management require improvement. As at the time of the previous inspection, too much falls on to the headteacher.
- Progress since the previous inspection has been slowed down by the high number of teacher absences in both schools. The former numeracy leader has been absent resulting in the appointment of a new leader in February 2014. She has good ideas but has not had time to influence pupils' achievement. There are plans to appoint a new English leader, following a retirement, but there is some uncertainty due to the difficulty in recruiting a new teacher to join the staff.
- Extensive training has been provided for those staff with leadership responsibilities. Documentation shows that some of the weaknesses in teaching, for example, pupils' lack of response to marking, have been picked up by subject leaders. As yet, subject leaders are not fully effective in checking and improving the progress of pupils and the quality of teaching in their subjects.

- The headteacher knows exactly what the school needs to do to improve and the school improvement plan identifies the right priorities, with clear dates and times when actions will be completed. The plan is up to date and is regularly checked by the local authority and by governors. However, actions are not sharp enough to ensure consistently good teaching. Despite this, the improvement shown in Year 6 pupils' achievement in 2014, as a result of effective use of assessment information, and improving attendance, show leaders have the capacity to improve the school further. The headteacher has also been successful in working with staff to agree common policies and ways of working across both schools.
- Systems to manage teachers' performance are used to hold them to account for pupils' progress and to support their professional development. A system of coaching has been established whereby staff help each to improve their teaching skills. The performance targets set for teachers are linked closely to the national Teaching Standards. However, targets do not always focus sufficiently well on teachers' specific development areas to ensure consistently good teaching.
- The staff questionnaire responses show clearly that all members of staff think highly of the senior leaders and understand how the school is improving. The parents' response, however, is not as positive, as a minority of parents have concerns about behaviour and bullying and do not fully understand leaders' commitment to inclusion.
- A variety of creative and interesting learning opportunities are provided for the pupils. Meaningful links are made between subjects and this supports pupils' enthusiasm for learning. They have numerous opportunities to broaden their understanding through visitors to the school, and to go on trips and visits. This promotes their learning and their spiritual, moral, social and cultural development effectively.
- The school is making suitable use of the national sport funding for primary schools. Sports coaches have been employed to develop pupils' skills and staff's expertise. The range of sporting activities open to pupils has been extended and pupils speak with enthusiasm about their sporting opportunities. Pooled sports funding with the other school in the federation has provided much improved opportunities. It is too early, however, to evaluate the effect of this funding on pupils' health and well-being.
- The local authority's has produced a well-founded analysis of the school's effectiveness and provided strong support. Organised training programmes and consultants' regular visits have underpinned the school's steady improvement over the last year. The good links with neighbouring schools in the form of the South Holland Collaborative Partnership is also helping to improve provision and staff expertise.
- **The governance of the school:**
 - Since the previous inspection, governance has much improved. Governors are now clearly aware of their roles and responsibilities and know that although there have been improvements, the school is not yet good. They know there is some good teaching but that this is not consistent.
 - Governors say they are kept well informed through the detailed information provided by the headteacher. However, they know it is important to verify what they are told and, therefore, regularly visit the school. Following visits, reports are written which show their evaluations and any recommendations for improvement.
 - The governors understand what national data says about the school's performance and how it performs in relation to similar schools. They know how pupils eligible for pupil premium funding are supported and that the gap in their attainment and that of other pupils in the

school is narrowing. They understand how teachers' performance targets are decided, how their progress towards them is checked and what happens if targets are met or not met.

- A range of useful courses have been attended by governors to help improve their effectiveness, and all safeguarding requirements are met.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	120409
Local authority	Lincolnshire
Inspection number	441877

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	62
Appropriate authority	The governing body
Chair	Diane Howard
Headteacher	Luke Whitney
Date of previous school inspection	23 January 2013
Telephone number	01406 362383
Fax number	01406 362383
Email address	enquiries@churchend.lincs.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2014

