

# Inspection of Gedney Drove End Primary School

Main Road, Gedney Drove End, Spalding, Lincolnshire PE12 9PD

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Inspection dates: 24 and 25 May 2022

<b>Overall effectiveness</b>	<b>Requires improvement</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Requires improvement</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Good

## **What is it like to attend this school?**

Gedney Drove End Primary School is a small and welcoming school. Pupils like their teachers and have warm relationships with them. Leaders have created an inclusive school. Staff care about the pupils and provide high-quality pastoral support.

Leaders are ambitious for pupils. They have high expectations for what pupils should achieve. They have considered the needs of the community and pupils' views when designing the curriculum. Most pupils are positive about their learning. They want to do well, and try hard in lessons.

Behaviour across the school is inconsistent. Some pupils show poor attitudes and a lack of respect towards their peers. Incidents of poor behaviour are often repeated. Leaders take this seriously. They have plans in place to address this. Pupils say that bullying does happen, but not all pupils have a firm understanding of what bullying is. Leaders deal with incidents of bullying straight away.

Pupils like the approaches staff take to reward behaviour. They enjoy earning 'gedneys' that they can save up to spend at the 'gedney shop'. Most pupils say they feel safe in school. They say that their teachers and friends help them to stay safe.

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

School leaders have carefully designed the curriculum. They have considered the knowledge, skills and experiences that pupils need. There is an emphasis on developing pupils' language and vocabulary from the early years. Leaders have successfully adapted the curriculum to suit the school's mixed-age classes. They have planned what pupils will learn in 'small steps to success'. This ensures that pupils' knowledge can build on what they know already. In some subjects, this work is at an early stage. As a result, pupils' knowledge is not secure in some topics.

Teachers value the information contained in the curriculum plans. They say it guides them to know what to teach and when to teach it. Teachers have good subject knowledge. They explain concepts in a clear, logical and well-informed manner. Teachers check what pupils remember in lessons. They make sure that pupils understand before they move on.

Reading is at the heart of the school's curriculum. This begins in the early years, where children enjoy listening to familiar stories, rhymes and songs. Staff have been well trained to teach phonics. Pupils practise reading using books that are well matched to the sounds and words they have learned. This helps them become fluent and accurate readers. Teachers identify quickly if pupils are struggling and provide effective support to ensure that all pupils keep up.

This focus on reading continues throughout the school. Pupils read and listen to high-quality texts. Leaders ensure that pupils read books that represent life in

today's modern world. Pupils in key stage 2 discussed their class book, 'Wonder', showing respect for people who are different to themselves.

Staff support pupils with special educational needs and/or disabilities (SEND) well. Leaders identify these pupils' needs early and agree specific actions to help them progress. This support is well planned and managed. Teaching assistants provide effective guidance to help pupils with SEND in lessons. Staff know pupils' individual needs well.

Children in the early years enjoy learning in welcoming and attractive spaces that promote language, reading and number. They are curious learners and enjoy the activities staff plan for them. Staff develop children's knowledge and skills well. While playing, children develop their social skills and practise reading, writing and counting. This makes learning fun for all.

Most pupils behave well. They engage positively with adults and concentrate on their learning. There are times when some pupils struggle to behave respectfully towards others during social times. Leaders monitor pupils' behaviour closely. They know there is work to do to improve pupils' conduct.

Pupils' personal development is well considered. Staff celebrate pupils' successes in and out of school. Pupils are proud to contribute to the school community through the jobs they do, such as junior online safety officers. Pupils know how to keep themselves safe and healthy. They show respect for difference and diversity. Typically, one pupil said: 'People are all different in their own right. It doesn't matter what you look like. You are you.'

Governors know the school well and hold leaders to account effectively. They make their own, and staff's, professional development a priority. Governors prioritise staff's workload and well-being, including that of the headteacher. Staff appreciate the care and support shown to them by leaders and governors.

## **Safeguarding**

The arrangements for safeguarding are effective.

Safeguarding is a key priority for all staff. Leaders ensure that staff have the necessary training. They follow up safeguarding issues appropriately. Leaders and staff act promptly to make referrals to external agencies when required. They help pupils and their families get the right support.

Leaders undertake appropriate background checks of adults to determine if they are suitable to work with children.

Pupils understand how to stay safe, including when they are using the internet. They learn about road safety and the dangers of playing near water.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- The curriculum in some subjects is in the early stages of being implemented. Pupils sometimes cannot remember important knowledge they have learned. Leaders need to ensure that the curriculum in each subject is implemented consistently well. They need to make sure that pupils' knowledge builds on what they know already, so that pupils remember what they have learned.
- Some pupils do not always behave well towards each other. While pupils receive targeted interventions, these are not always successful in repeated incidents being avoided. Although leaders ensure all incidents of poor behaviour are dealt with, not all pupils are confident that incidents of poor behaviour are dealt with effectively. Leaders need to ensure that pupils receive feedback following each incident and are confident that staff have responded to any concerns about poor behaviour.

## 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

<b>Unique reference number</b>	120410
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10200216
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	39
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Justine Sands
<b>Headteacher</b>	Karyn Wiles (Executive Headteacher)
<b>Website</b>	<a href="http://www.griffinfederation.co.uk">www.griffinfederation.co.uk</a>
<b>Date of previous inspection</b>	21 June 2018, under section 8 of the Education Act 2005

## Information about this school

- The school does not make use of any alternative provision.

## Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school has 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.
- During the inspection, inspectors met with the headteacher, senior leaders and a range of staff.
- Inspectors met with members of the governing body, including the chair. The lead inspector spoke with a representative of the local authority.
- Inspectors carried out deep dives in these subjects: reading, mathematics, art and geography. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke with teachers and spoke with pupils about their learning. An inspector observed pupils reading to a familiar adult.

- To evaluate the effectiveness of the school’s arrangements for safeguarding, inspectors reviewed school policies, procedures and records. The lead inspector met with the designated safeguarding lead. Inspectors also spoke with staff, governors and pupils about the school’s approach to keeping pupils safe.
- Inspectors observed pupils’ behaviour in lessons and around school.
- Inspectors considered responses to Ofsted Parent View, including free-text comments. Inspectors met with staff and pupils and considered responses to Ofsted’s staff and pupil surveys.

### **Inspection team**

Kirsty Norbury, lead inspector

Her Majesty’s Inspector

Luella Manssen

Ofsted Inspector

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