

# Inspection of Gedney Church End Primary Academy

Church End, Gedney, Spalding, Lincolnshire PE12 0BU

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Inspection dates: 14 to 17 March 2023

## **Overall effectiveness**

**Inadequate**

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The quality of education

**Inadequate**

Behaviour and attitudes

**Inadequate**

Personal development

**Requires improvement**

Leadership and management

**Inadequate**

Previous inspection grade

Not previously inspected under section 5  
of the Education Act 2005

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

Leaders do not have high enough expectations of pupils. Some pupils regularly disrupt the learning of others. In lessons, some pupils do not listen to each other or to staff. They persist in talking when staff are talking. Pupils do not feel respected by others. Some do not demonstrate respect.

Many pupils say that they do not always feel safe due to the poor behaviour of others. Some pupils fear that other pupils may hurt them. Physical and verbal incidents against pupils and staff are frequent.

Pupils say that there is bullying, and it is not always dealt with quickly. Some pupils are afraid to share any concerns they have, as they fear the consequences from other pupils.

Some pupils say that they like school because they can see their friends. However, there are limited opportunities for pupils to develop their talents and interests.

Although leaders want pupils to achieve well, they have not fulfilled this ambition for all pupils. Some pupils with special educational needs and/or disabilities (SEND) do not have their needs met well enough.

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

Leaders, including those from the trust, have not resolved the weaknesses in the school effectively. They have not ensured that pupils with SEND benefit from a high-quality education. They have not ensured that all pupils behave well or that all pupils feel safe in school.

Leaders do not always reliably address and meet the needs of all pupils with SEND. Too many pupils with SEND do not receive the support they need to help them attend school regularly, behave well or learn effectively. Teachers do not always adapt their lessons or provide pupils with SEND with the support they need to learn well. Leaders have reviewed the provision for these pupils on several occasions but have not acted swiftly, or effectively, to improve matters.

Leaders have ensured that the curriculum matches the scope of the national curriculum. They have prioritised the teaching of English and mathematics. However, some subjects, including art and design, physical education and religious education, are not taught consistently well. Pupils have gaps in their knowledge. They do not achieve as well as they could.

Leaders do not check the effectiveness of teaching and learning in some subjects. They do not know how well the intended curriculum is being delivered. In some lessons, some teachers check what pupils know and understand. This is not

consistent in all lessons. Pupils can discuss what they are learning during the lesson. However, many cannot remember any of their previous learning.

The teaching of reading starts as soon as children begin school. All staff receive training to teach the phonics programme. Teachers regularly check what sounds pupils know. Some pupils struggle to read with any fluency. Daily support is in place to help these pupils catch up. Pupils read books that match the phonics knowledge they have. Teachers promote a love of reading. They read to pupils most days. Pupils enjoy listening to stories and can vote for their favourite book.

Many disadvantaged pupils and pupils with SEND have poor attendance. Leaders are not doing enough to ensure that these pupils attend regularly. These pupils do not achieve as well as they could because they do not attend school often enough. Some pupils who struggle to manage their own behaviour do not receive effective support. Some pupils are repeatedly suspended from school. Others have their timetables reduced significantly over long periods of time. These actions do not support pupils to achieve well, behave well or to improve their attendance.

The personal development of pupils is something that leaders are keen to improve further. Leaders invite visitors into school to raise pupils' aspirations. For example, recently, a rapper worked with pupils to help them compose their own rap. There are lunch clubs where pupils can learn to sing or play the recorder.

Pupils do not have a good enough understanding of different faiths, cultures, diversity or British values. This is because there is not enough time given to teach these aspects of the curriculum. Pupils are not as well prepared as they should be for life in modern Britain.

Leaders have not demonstrated the capacity to make the required improvements in a timely manner. Actions taken have been too slow to address the significant weaknesses identified. Staff feel the pressure of so many ongoing changes. This has increased their workload and has a negative impact on their well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have focused on improving their safeguarding arrangements. Leaders ensure that they identify any pupils who may be at risk of harm. Leaders are mindful of the contextual safeguarding risks in the community. Staff receive safeguarding training to keep them updated. All staff report any concerns that they may have quickly. Leaders act quickly to ensure that pupils and their families receive the support they need. They know when to get advice from external agencies.

Pupils know how to keep themselves safe, including when online.

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

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

- Pupils with SEND do not always benefit from a good quality of education. Their needs are not always met well enough. Some interventions are not having the intended impact. Leaders should ensure that they meet the needs of all pupils with SEND swiftly so that these pupils achieve as well as they could.
- Leaders have not made sure that all pupils behave well. The behaviour of some pupils regularly disrupts the learning of others. Too many pupils say that there are times when they do not feel safe in school. Leaders should take appropriate action to ensure that pupils behave well so that all pupils feel safe in school and lessons are not disrupted.
- For some pupils, knowledge of British values, diversity and different faiths and cultures is limited. They are not as prepared as they should be for life in modern Britain. Leaders should ensure that pupils have the experiences and necessary knowledge and understanding to prepare them well for their next steps and life in modern Britain.
- The number of pupils who are regularly absent from school has remained high for some time. This includes many disadvantaged pupils and pupils with SEND. As a result of their poor attendance, these pupils do not achieve as well as they could. Leaders should ensure that they prioritise actions to improve the attendance of these pupils.

## 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.

## 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>	148746
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10281516
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	70
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Joe Pignatiello
<b>Headteacher</b>	Scott Pearson
<b>Website</b>	<a href="http://www.gedneychurchendprimary.org">www.gedneychurchendprimary.org</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school does not use the services of any alternative providers.
- A head of school has been in post since September 2022.
- Gedney Church End Primary School converted to become an academy school with Keystone Academy Trust in September 2021. When its predecessor school, also called Gedney Church End Primary School, was last inspected by Ofsted, it was judged to be good overall.

## Information about this inspection

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

In accordance with section 44(1) of the Education Act 2005, His Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons

responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

- 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.
- Inspectors held meetings with the executive headteacher, the head of school, the chief executive officer of the trust, the chair of trustees and members of the local governing body, including the chair of governors.
- Inspectors completed deep dives in the following subjects: reading, mathematics, physical education and art and design. Inspectors met with subject leaders, teachers and groups of pupils. They visited lessons and looked at samples of pupils' work.
- The lead inspector reviewed the school's safeguarding procedures, including the single central record and child protection and safeguarding policies. She met with the designated leader for safeguarding.
- Inspectors considered responses to Ofsted's online parental survey, Parent View. They spoke with parents as they brought their children to school.
- Inspectors considered the views of staff gathered through meetings with groups of staff.
- Inspectors observed behaviour in lessons and during break and lunchtimes.
- Inspectors considered the views of pupils. They met with pupils both formally and informally.
- Inspectors looked at documents relating to self-evaluation, school improvement, attendance and behaviour, the curriculum and governance.

## **Inspection team**

Anita Denman, lead inspector

His Majesty's Inspector

Tim Leah

Ofsted Inspector

Luella Manssen

Ofsted Inspector

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