

Inspection of The Gedney Hill Church of England VC Primary School

North Road, Gedney Hill, Spalding, Lincolnshire PE12 0NL

Inspection dates: 21 and 22 February 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Early years provision

Good

Previous inspection grade

Requires improvement

What is it like to attend this school?

Pupils say they are safe at this happy and inclusive school. Staff know pupils and their families very well. There is a 'family feel' here. This creates a warm culture across the school. Most pupils behave very well. Bullying is extremely rare. Pupils can talk with many different adults should they wish to share a worry or problem.

Leaders and staff have improved key areas of the school since the previous inspection. However, they know that there is still work to do. Mathematics is not always taught as well as it could be. It is not always clear how well pupils are progressing through the foundation subjects. Staff do not have high-enough expectations. They do not always insist that pupils produce work of a high enough quality.

There are many opportunities for pupils to develop their talents and interests. They benefit from various after-school clubs, trips out and visitors to the school. Pupils enjoy many different responsibilities. These include being house captains, junior road safety officers, play buddies, librarians and members of the school council.

Staff reinforce the school values of, for example, peace, forgiveness, friendship, hope and perseverance through frequent collective worship. Pupils understand these values, and try to use them in their daily lives.

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

Leaders have planned precisely what they want pupils to learn in nearly all subjects. The knowledge, skills and key vocabulary are being carefully selected. Leaders have nearly completed this piece of work.

Leaders have not ensured that the teaching of mathematics is consistently strong. Sometimes, teachers do not make links between what pupils have previously been taught and their new knowledge. There are missed opportunities for pupils to develop their mathematical thinking and understanding. Some pupils do not have an appropriate understanding, and knowledge, of the times tables. Consequently, in mathematics, pupils, including those with special educational needs and/or disabilities (SEND), are not progressing as well as they might.

Teachers routinely check what pupils have remembered in English, mathematics and science. This helps to spot the gaps in pupils' knowledge and understanding. However, leaders have yet to formalise how teachers will check what pupils know in the foundation subjects. Consequently, it is unclear how well pupils are progressing in these subjects.

The teaching of phonics and early reading is a strength. Leaders have introduced a phonics scheme, which starts in the early years. Staff have received effective training. Pupils have reading books at the appropriate level of challenge. The books match the sounds that the pupils are learning. Pupils use their phonic skills to

decode any unfamiliar words. Pupils who are at risk of falling behind are spotted promptly. They receive extra support to help them to catch up.

Most pupils behave well. This includes children in the early years. They follow sensible routines and conduct themselves well at lunchtimes and breaktimes. Some parents and carers raised concerns about pupils' behaviour. However, leaders are taking appropriate action where necessary. They receive specialist help from the outreach support service and provide pupils with appropriate behaviour plans. This work is effective. The number of incidents of poor behaviour has fallen dramatically during the academic year. Pupils' current rates of attendance and punctuality are both good.

Pupils learn about faiths and cultures that are different to their own. They understand that there are different types of families. Pupils understand the British values of democracy, respect and tolerance. They are learning to be thoughtful and respectful citizens. They have an age-appropriate understanding of relationships and health education. Pupils are being prepared well for life in modern Britain.

There are effective systems in place to identify pupils with SEND. Leaders ensure that pupils have appropriate targets. These are checked and reviewed frequently. Pupils with SEND benefit from extra resources and adult support. These help them to access the full curriculum. Staff have received effective training in, for example, autism and dyscalculia.

Leaders have ensured that there is a well-thought-through curriculum for children in the early years. Activities are carefully planned and have a clear purpose. Staff are skilled in asking children well-considered questions. This helps to develop children's thinking and improve their vocabulary. Relationships between adults and children are warm and positive.

Staff are proud to work at the school. Most staff appreciate the training opportunities that are provided. Many say that leaders are appreciative of their well-being and workload.

The governing body members fulfil their statutory duties. They ask appropriate questions during meetings. However, they are too reliant on the headteacher for information. They do not routinely find out for themselves what is happening. Consequently, they do not fully hold leaders to account for their actions.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have received effective safeguarding training. They are vigilant to the potential signs of abuse or neglect. Safeguarding records and subsequent actions are appropriate. Outside agencies are used effectively. Pupils and families who require extra support receive it promptly.

Pupils are taught how to stay safe when crossing roads, using the internet and riding bicycles. Older pupils learn about the potential dangers of social media and the sharing of images on mobile phones.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The implementation of the mathematics curriculum is inconsistent. Teachers do not always make links to pupils' prior learning. There are missed opportunities to develop pupils' mathematical thinking. Some pupils do not have a secure enough understanding of the times tables. Consequently, not all pupils are progressing as well as they could. Leaders should ensure that staff have the necessary knowledge and skills to implement the mathematics curriculum as it is intended.
- In the foundation subjects, teachers do not check well enough what pupils have learned and remembered. Therefore, they do not always know how well pupils are progressing in these subjects. Leaders should ensure that teachers routinely check what pupils have remembered, to help them assess how well pupils are progressing. These checks should not be overly time-consuming.
- Leaders and teachers do not have high-enough expectations and do not insist that pupils produce high-quality work. Too many workbooks contain careless and untidy work. Leaders should ensure that pupils have pride in their work and that it is consistently of a high quality.
- The governing body members are too reliant on the headteacher for information about the school and how well it is performing. They do not find out for themselves what is happening. The governing body should introduce a comprehensive programme that enables it to gather information at first hand and therefore hold leaders fully to account for their actions.

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

Unique reference number	120548
Local authority	Lincolnshire
Inspection number	10254861
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	70
Appropriate authority	The governing body
Chair of governing body	Ian Stancer
Headteacher	Alison Buddle (Executive Headteacher)
Website	https://www.gedneyhillschool.co.uk/
Dates of previous inspection	21 and 22 May 2019, under section 5 of the Education Act 2005

Information about this school

- The school is a Church of England primary school. It underwent a section 48 Statutory Inspection of Anglican and Methodist Schools (SIAMS) in September 2015. SIAMS inspections were suspended as part of COVID-19 restrictions.
- The head of school took up the role in September 2022.
- Since the previous inspection, there are new teachers in all three classes.
- The school does not use the services of any alternative providers.

Information about this inspection

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

- 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 various meetings with the executive headteacher, the head of school and other staff. The lead inspector met with two members of the

governing body, including the vice-chair, and held a telephone conversation with a representative from the local authority.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, art and history. Inspectors met with subject leaders to discuss curriculum planning, visited lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors looked at curriculum plans and spoke with leaders about some other subjects. The lead inspector listened to pupils from Year 1 and Year 2 read.
- Inspectors met with pupils to understand their views of the school.
- To inspect safeguarding, the lead inspector checked the single central record. Inspectors checked staff's knowledge of the school's safeguarding procedures. Safeguarding records were scrutinised.
- Inspectors considered the responses to Ofsted's parent and staff questionnaires.

Inspection team

Peter Stonier, lead inspector

His Majesty's Inspector

Paul Halcro

His Majesty's Inspector

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