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Alison Buddle
Executive Headteacher
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Dear Mrs Buddle

Monitoring inspection of a school not in a category of concern of The Gedney Hill Church of England VC Primary School

This letter sets out the findings from the monitoring inspection that took place on 9 October 2024, on behalf of His Majesty's Chief Inspector of Education, Children's Services and Skills. The monitoring inspection was carried out under section 8(2) of the Education Act 2005 and took place because the school meets the monitoring threshold as set out in the [Monitoring Inspection Handbook](#).

The purpose of a monitoring inspection is not to grade the school's key and (where applicable) provision judgements, but to identify and report on the school's progress. It is to highlight to the school and parents any improvements that school leaders have made since the school's previous graded inspection.

During the inspection, I discussed with you and other members of staff, governors and the local authority the actions that have been taken to improve the school since the most recent graded inspection. We discussed the ongoing impact of the COVID-19 pandemic. I visited lessons, looked at samples of pupils' work and spoke with groups of pupils. I examined a range of school documents relating to safeguarding, behaviour, attendance and governance, as well as leaders' self-evaluation and school improvement plans. I also looked at the record of checks that schools must carry out on adults who work with pupils. I have considered all this in coming to my judgement.

Leaders have made progress to improve the school, but some aspects of the school need further improvement.

Main findings

There have been significant changes in personnel since the school's most recent inspection. Of the school's three class teachers, one teacher joined the school in January 2024, and another took up their post in September 2024. A new chair of governors and a new vice-chair of governors were appointed in September 2023.

Following the previous inspection, you have ensured that staff have consistently high expectations of all pupils. Pupils now produce work of a high standard across the curriculum. They take pride in their learning, try their best and complete work that is presented neatly. Furthermore, you have implemented a new assessment system in all the foundation subjects. Staff now know how well pupils are progressing in all areas of the curriculum, not just the core subjects. However, you acknowledge that the link between assessment and teaching needs strengthening. It is not yet clear how any gaps in pupils' knowledge which are identified through the new assessment system are addressed subsequently. There have been improvements in the teaching of mathematics. The school's mathematics curriculum is ambitious. Teachers explain and model new learning well. Pupils make good use of resources to support their counting and calculations. Pupils can recall multiplication facts with greater speed and accuracy. Occasionally, teachers do not pick up on pupils' misconceptions well enough. Consequently, some pupils do not have a secure understanding of the key curriculum content that they have learned before.

Alongside raised expectations and improvements in both assessment and mathematics, you have also maintained the strengths identified at the previous inspection. Staff teach phonics well. Any pupil who falls behind in reading gets the help they need to catch up. The books that pupils read are matched closely to the letters and sounds that they recognise. There is a sharp focus on mastering the basics of spelling, handwriting and sentence formation. Pupils with special educational needs and/or disabilities (SEND) receive the support that they need to learn the school's ambitious curriculum. Children get off to a good start in the early years. Children's language and communication skills are being developed well through high-quality interactions with adults.

Leaders have an accurate understanding of the school's progress and what still needs to be developed. The school has suitable plans in place to bring about further improvements swiftly. Clear expectations, effective delegation and streamlined systems have transformed governance since the last inspection. Governors now check closely on how well pupils are achieving in most subjects. They carry out quality assurance activities for themselves, making effective use of the educational expertise on the governing board. Governors scrutinise performance information closely, providing appropriate challenge when it is needed. They have a sharp focus on the school's provision for pupils with SEND. They ensure that the school's arrangements for safeguarding are effective. Governors acknowledge that they have not yet checked on the quality of education in all foundation subjects but there are firm plans in place for them to do so.

The school is benefiting from the support of the local authority. Leaders have acted on the evaluations and recommendations made by the local authority to improve the quality of teaching, learning and assessment. The school has valued working alongside a local multi-academy trust to develop the effectiveness of governance.

I am copying this letter to the chair of the board of governors, the director of education for the Diocese of Lincolnshire, the Department for Education's regional director and the director of children's services for Lincolnshire. This letter will be published on the Ofsted reports website.

Yours sincerely

Shaun Carter
His Majesty's Inspector