

## INSPECTION REPORT

**Gosberton Clough and Risegate Community Primary  
School**

Spalding

LEA area: Lincolnshire

Unique reference number: 120412

Headteacher: Mr. Alan Hughes

Reporting inspector: Derek Smith  
3732

Dates of inspection: 6<sup>th</sup>-7<sup>th</sup> April 2000

Inspection number: 183192

Inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior School
School category:	Community School
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Chopdike Drove Gosberton Clough Spalding Lincolnshire
Postcode:	PE11 4JP
Telephone number:	01775 750297
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr. Robert Haresign
Date of previous inspection:	June 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

The school is a small community primary school in the village of Gosberton Clough in Lincolnshire which is eight miles north of Spalding in the Lincolnshire Fens. The school was originally built in 1874 and it has been extended by the purchase of the former schoolhouse, which is adjacent to the school. The accommodation and resources of the school are good. The school serves a number of nearby villages and isolated dwellings, although a minority of pupils travel from further afield. The school roll has been falling and is 11 per cent smaller than it was at the time of the previous inspection. There are currently 93 pupils on the roll and slightly more boys than girls. This is most striking in reception. All but one of the pupils are of white European heritage. A total of 15 pupils are on the school's register of special educational needs, and there are no pupils with English as an additional language.

### **HOW GOOD THE SCHOOL IS**

This is a good school, which enables pupils who are broadly average at their time of admission to reach standards which are above average when they leave at eleven years of age. Good teaching has a positive effect on pupils' learning and the school makes effective use of the resources at its disposal. The headteacher and governors provide good leadership and very good working relationships help the school to function smoothly. The school provides good value for money.

#### **What the school does well**

- Pupils reach standards in English, mathematics and science, which are above average by the end of both key stages. The quality of their writing is very good, and the presentation of pupils' work is very good in all subjects, for example in geography and history
- The quality of teaching is at least good and often very good; particularly the management of pupils and the teaching of basic skills
- The working relationships in the school are very good and as a result pupils' attitudes, values and personal development are very good

#### **What could be improved**

- The school gives too little emphasis to religious education and to some of the foundation subjects such as music, and design and technology
- The school's priorities and the means of achieving them are not contained within the school development plan

*The areas for improvement will form the basis of the governors' action plan.*

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school has a clearer educational direction than it did at the time of the previous inspection. As a result the quality of teaching has improved and standards are higher in English and science at the end of both key stages and higher in mathematics in Key Stage 1. The rate of pupils' progress is better than it was in English, mathematics and science and pupils with special educational needs make better progress in their learning. The school makes better provision for the development of pupils' spiritual, moral, social and cultural awareness.

## STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with				<b>Key</b>  well above average A above average B average C below average D well below average E
	all schools			similar schools	
	1997	1998	1999	1999	
English	D	C	A	B	
mathematics	B	A	A	B	
science	C	C	B	C	

The school has succeeded in improving standards for the past four years. Pupils are broadly average at their time of admission to reception and by the time they leave school at eleven their attainment is generally well above the national average, and above average when compared with similar schools. Pupils do particularly well in their writing, and throughout the school they take great care to present their work well. Pupils make good use of their literacy and numeracy skills and this is particularly noticeable in subjects such as geography and history. The school successfully combines good working relationships with high expectations of pupils. This is reflected in the targets that the school has set for improvement and which it is on course to meet.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are well adjusted and have very positive attitudes to school.
Behaviour, in and out of classrooms	Pupils consistently behave very well in lessons and at play
Personal development and relationships	Very good working relationships ensure a happy, secure and purposeful atmosphere. Pupils take responsibility and learn to use their initiative.
Attendance	Pupils' attendance is good

The pupils enjoy coming to school and attendance is better than the national average. They show concern for the needs of others and demonstrate commitment to improving their knowledge and understanding. Throughout the school, the pupils make much headway in developing their learning skills and in improving their concentration. They are co-operative and humorous, showing respect for their teachers and enthusiasm for special events which are arranged for them.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
11 lessons seen	Good	Good	Good

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

The quality of teaching is overwhelmingly good. Teaching is very good or excellent in almost one in five lessons and satisfactory in over a quarter of lessons. No teaching is unsatisfactory. The teachers have very different and complementary teaching styles, most noticeably in their management of the pupils. However, they are all effective and help pupils to learn in different ways. Teachers are particularly effective in teaching the basic skills of literacy and numeracy. The teaching of writing is very good throughout the school and teachers successfully emphasise on the quality of pupils' writing in other subjects. The high expectations and pace of lessons in the Year 4/5 class are especially successful in helping pupils to make very good progress. Pupils with special educational needs receive good support and as a result they make good progress towards their individual targets.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The school places a great deal of emphasis on English, mathematics and science and as a result pupils do well in these subjects. However, the school currently devotes too little time to religious education and some of the foundation subjects such as music, and design and technology
Provision for pupils with special educational needs	Good. The school identifies pupils' problems, and individual education plans set targets for improvement. Pupils make good progress, benefiting from the effective support from classroom assistants and teachers
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The school promotes each of these aspects well. It gives pupils very effective guidance and they develop into well balanced individuals
How well the school cares for its pupils	Satisfactory overall. The school has good systems for ensuring the pastoral care of pupils, and systems for assessing pupils' academic attainment are satisfactory

The curriculum meets statutory requirements and provides a solid framework in which the pupils make good gains in their personal, social and academic development. Since the introduction of the National Literacy and Numeracy Strategies the school has given additional weighting to English and mathematics which has resulted in a reduction of emphasis on religious education and some of the foundation subjects such as music and design and technology. The curriculum effectively meets the needs of pupils with special educational needs and the higher attainers.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The school is well led by the headteacher and well supported by the governors. The headteacher shows a strong commitment to team building which enables teachers to feel confident in their work
How well the governors fulfil their responsibilities	Good. Governors fulfil their statutory responsibilities well. They have a long association with the school, understand the school's priorities, and contribute much to raising standards
The school's evaluation of its performance	Satisfactory. The school is confident that pupils do well and that the emphasis on literacy and numeracy is proving effective
The strategic use of resources	Good. Financial control is good and the school makes good use of the accommodation and resources at its disposal

The school is well led and as a result standards are consistently above average in English mathematics and science. The staff work together effectively, supported by a committed governing body. The governors pursue best value for supplies and services, taking the lead in ensuring that funds are used well to raise standards.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Parents confirm that their children like school</li> <li>• They appreciate the good leadership and management of the school</li> <li>• Parents feel comfortable in approaching the school with any problems which might arise</li> <li>• Parents value the school's expectation of their children to work hard</li> </ul>	<ul style="list-style-type: none"> <li>• A minority of parents do not feel well informed about how their children are doing</li> <li>• A minority of parents feel that the school does not provide an interesting range of activities for pupils outside school hours</li> </ul>

At the meeting prior to the inspection the parents expressed positive views of the school and these are supported by inspection findings. Although a minority of parents commented that they did not feel well informed about their children's progress the school provides a satisfactory level of information. Similarly, in consideration of the transport limitations of a rural school and the small number of staff, the school provides a satisfactory range of extra-curricular activities including residential visits.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

#### **Pupils reach standards which are above average in English, mathematics and science**

1. At the time of admission to reception most pupils have reached the standards expected for their age and towards the end of the key stage they make significant gains in their learning. The 1999 national tests of attainment at the end of Key Stage 1 showed that standards fell from the previous two years and pupils were average in reading and writing and below average in mathematics. When compared with schools which are broadly similar pupils were below average in reading and well below average in writing and mathematics and fewer than usual pupils reached the higher level of attainment. There are fluctuations in attainment from year to year due to differences in the small numbers of tested, but taken over a four year period pupils are above average in reading, writing and mathematics. Inspection findings show that pupils' attainment is above average in reading, writing and mathematics.
2. Pupils continue to make good progress in Key Stage 2 because they are taught well, and by the end of the key stage they reach standards which are above average in English, mathematics and science. Analysis of the school's results over a four year period shows that pupils just exceeded the national average in English. They were above average in science and well above average in mathematics. Standards rose sharply in 1999 and pupils were well above average in English and mathematics and above average in science. When compared with similar schools pupils were above average in English and mathematics and average in science. From Year 3 onwards pupils receive a solid grounding in literacy and numeracy and they learn to apply these skills well in other subjects, for example in geography and history where work is well presented and of a high standard.
3. Throughout the school pupils learn to read and write well. In Key Stage 1 for example, one of the higher attaining pupils was reading aloud a touching story of a dying rabbit. It was so well read that other pupils stopped their own work to listen. Pupils learn how to use a story plan to structure their writing, using key words and vivid descriptions of different settings. In the Years 3 and 4 class pupils' learning progresses rapidly. They become confident in using of their speaking and listening skills and develop their unique styles of writing by experimenting with different forms of introduction and story development. These pupils are industrious, work at a brisk pace and derive satisfaction from producing good work. By the end of the key stage pupils use grammar and a wide vocabulary well in English and other lessons. Stories and poetry make good use of descriptive vocabulary to attract the reader's attention.
4. All pupils including those with special educational needs and the higher attaining pupils learn rapidly and make good progress in English. In other subjects where pupils use their literacy skills, for example geography and history, pupils make good progress. In mathematics, pupils develop good recall of number facts by the end of Key Stage 2 and use mental mathematics effectively to solve routine problems. In science pupils understand that some materials change when heated or dissolved in water. They learn how to find things out for themselves through research and making appropriate use of information technology. For example, they download information from the Internet and send and receive e-mail. Pupils' use of literacy, numeracy, and to a lesser extent their skills of information technology enable them to learn effectively.

## The quality of teaching is good

5. The quality of teaching has improved since the previous inspection. Over half of the teaching is good. Almost 20 per cent of teaching is very good or excellent and the remaining 27 per cent is satisfactory. The teachers have very different teaching styles which make a valuable contribution to the ways in which pupils learn. In the reception and Year 1 class teaching is mostly good. The teacher matches activities appropriately to the differing needs of children under five and to pupils who follow the National Curriculum once they have turned five. Children under five are encouraged to use their imagination and this helps them to learn. The teacher has high expectations of pupils in Year 1 and presses them to explain for example, why they like a particular story. Pupils are taught to use their literacy skills well in other subjects by for example, explaining why old photographs are in black and white.
6. Teaching in the Year 2/3 class is good and often very good. Class management is very effective and as a result pupils are left in no doubt as to what is expected of them. The teacher very effectively shares lesson objectives with the pupils and this helps them to realise what they understand and what they do not. Teaching enables pupils to build on what they already know. Lessons run like clockwork and the teacher links pupils' skills in writing to their work in other subjects. The quality of marking is particularly good and pupils understand what they need to do to improve. Pupils with special educational needs are well taught and they make good progress towards the targets set for them.
7. The quality of teaching in the Year 4/5 class ranges from good to excellent. The most effective lessons, for example English, are characterised by high expectations of pupils and subsequent high achievement. Pupils are taught to be focused in their attention to work. The teacher gives them considerable responsibility and they become independent workers who can for example use a dictionary to find the meaning of words which they do not understand. The teacher is both knowledgeable and confident and matches lessons well to the needs of pupils with special educational needs and the higher attainers. In these lessons the pupils make very good progress.
8. At the end of Key Stage 2 the quality teaching is consistently good. The teacher sensibly reminds pupils of their earlier work and begins lessons with work pupils already understand. Lessons progress at a good pace, particularly the mental arithmetic time at the beginning of mathematics lessons. The teacher is very effective in using question and answer techniques to establish whether pupils with special educational needs or the high attaining pupils meet the lesson objectives. A particular strength of teaching in this class is the pleasant working atmosphere and good humour which is used well to get the best out of pupils.
9. Throughout the school teachers teach literacy and numeracy well. They make good use of a wide range of teaching skills to help pupils learn. The direct teaching of skills and information is effective, but teachers nevertheless provide pupils with good opportunity to make decisions and to initiate their own learning. The good quality of teaching is the most important factor in adding value to pupils' lives by helping them raise their attainment.

### **Working relationships are very good**

10. Relationships are a strength of the school. In their day to day activities and in assemblies the school encourages pupils to develop sensitive and caring attitudes and show thoughtfulness towards each other. The headteacher, governors and teachers have worked hard to promote harmonious working relationships which contribute to pupils' sense of self-confidence and well being. Whilst pupils are left in no doubt about behaviour which is acceptable and what is not, they nevertheless feel secure and confident enough to express themselves when they do not understand their work. Pupils are keen to answer questions and sometimes raise questions of their own. For example, in a mathematics lesson on halving and doubling, one pupil asked if he could quadruple a number. The good working relationships between teachers and pupils are conducive to learning and have positive impact on pupils' very good attitudes, values and personal development.
11. The staff provide very good role models for the pupils, showing respect and concern for each other. Although they use very different styles of teaching the teachers work well together. They are confident that the pupils achieve high standards and that the school functions efficiently. As the school has no deputy headteacher, responsibilities are appropriately shared. Governors work well with the school and share the teachers' commitment to improvement through good financial planning and working alongside teachers, for example to help with the teaching of information technology.

### **WHAT COULD BE IMPROVED**

12. The school functions well and existing plans show that further improvements are planned, for example in information technology. The school's strengths far outweigh any weaknesses, which are relatively straightforward to address.

### **The school gives too little emphasis to the teaching of some subjects**

13. The school places significant emphasis on raising standards in literacy and numeracy by allocating approximately 60 per cent of all teaching time to English and mathematics. Whilst this has been successful, the time allocated to the religious education has been reduced to as little as two per cent. This is insufficient to cover the requirements of the locally agreed syllabus in appropriate depth. However, religious education is supported in assemblies when pupils have the opportunity to reflect on their feelings and to consider their responsibilities towards each other and their community.
14. The school's priority of improving standards in literacy and numeracy has similarly resulted in a reduction of teaching time allocated to other subjects of the curriculum. For example, little time is planned for pupils to develop their skills of design and technology. There is no musician on the staff and little time is allocated to teaching music. As a result the school lacks the contribution to school life which music can provide to assemblies and special events.

### **The school's development plan is incomplete**

15. The school's action plan lacks detail and is insufficiently comprehensive to provide any meaningful guidance to the governors or the headteacher and staff. Whilst the key issues for action are clearly stated, responsibilities are too vague, timescales are

imprecise, and criteria for success are not apparent. The action plan is more of a statement of intent than a guiding document for the work of the school.

16. However, the important information of the school' development plan is identified in appropriate detail in draft tabular form in the headteacher' office. Targets are set, responsibilities are clear, and ongoing evaluation identifies how well the school is meeting its targets. Nevertheless, the governors cannot hold the school to account for its progress until this information is shared with them.

#### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

17. In order to improve the quality of education the headteacher, governors and staff should:
  - (1) review the balance of teaching for all subjects to ensure that sufficient time is allocated to religious education and all the foundation subjects
  - (2) review the presentation of the school's development and action plans to:
    - provide a unified set of targets and success criteria which will enable the governors and teachers to monitor the progress which the school is making.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed

11

Number of discussions with staff, governors, other adults and pupils

5

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
9.1	9.1	54.5	27.3	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		93
Number of full-time pupils eligible for free school meals		0

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		0
Number of pupils on the school's special educational needs register		15

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	4

### Attendance

#### Authorised absence

	%
School data	3.9
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.5
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	6	6	12

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	6	6	6
	Girls	5	5	4
	Total	11	11	10
Percentage of pupils at NC level 2 or above	School	92 (87)	92 (100)	83 (93)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	6	6	6
	Girls	5	4	4
	Total	11	10	10
Percentage of pupils at NC level 2 or above	School	92 (87)	83 (87)	83 (87)
	National	82 (81)	86 (85)	87 (86)

Percentages in brackets refer to the year before the latest reporting year.

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	7	7	14

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	7	7
	Girls	7	6	7
	Total	13	13	14
Percentage of pupils at NC level 4 or above	School	93 (70)	93 (80)	100 (80)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	1	6
	Girls	6	N/a	7
	Total	11	1	13
Percentage of pupils at NC level 4 or above	School	79 (70)	100 (80)	100 (90)
	National	68 (65)	69 (65)	75 (71)

Percentages in brackets refer to the year before the latest reporting year.

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	92
Any other minority ethnic group	1

*This table refers to pupils of compulsory school age only.*

### **Exclusions in the last school year**

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White		
Other minority ethnic groups		

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

### **Teachers and classes**

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	4.4
Number of pupils per qualified teacher	21.1
Average class size	23.3

#### **Education support staff: YR – Y6**

Total number of education support staff	2
Total aggregate hours worked per week	25

### **Financial information**

Financial year	1999
	£
Total income	167,750
Total expenditure	169,550
Expenditure per pupil	1,662
Balance brought forward from previous year	7,980
Balance carried forward to next year	6,180



## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	93
Number of questionnaires returned	54

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	44	0	0	0
My child is making good progress in school.	33	54	2	2	9
Behaviour in the school is good.	37	59	0	0	4
My child gets the right amount of work to do at home.	33	54	9	2	2
The teaching is good.	39	52	6	0	4
I am kept well informed about how my child is getting on.	20	44	26	7	2
I would feel comfortable about approaching the school with questions or a problem.	50	43	6	0	2
The school expects my child to work hard and achieve his or her best.	44	48	4	0	4
The school works closely with parents.	30	56	11	4	0
The school is well led and managed.	56	39	4	0	2
The school is helping my child become mature and responsible.	41	48	2	2	7
The school provides an interesting range of activities outside lessons.	19	39	30	6	7

### Other issues raised by parents

No other issues of significance were raised at the meeting for parents prior to the inspection. Whilst a large minority of parents do not feel well informed about their children's progress, inspection evidence confirms that parents' links with the school are generally good and the quality of information provided is satisfactory.