



# Gedney Drove End Primary School

Inspection Report

**Unique Reference Number** 120410  
**LEA** LINCOLNSHIRE LEA  
**Inspection number** 280808  
**Inspection dates** 9 May 2006 to 10 May 2006  
**Reporting inspector** Mr. Paul Weston LI

This inspection was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary	<b>School address</b>	Main Road
<b>School category</b>	Community		PE12 9PD
<b>Age range of pupils</b>	4 to 11		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01406550242
<b>Number on roll</b>	45	<b>Fax number</b>	01406 550242
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr.Nick Worth
<b>Date of previous inspection</b>	16 November 1999	<b>Headteacher</b>	Mrs. Vicky O'Brien

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 9 May 2006 - 10 May 2006	<b>Inspection number</b> 280808
-----------------------------	--	------------------------------------

---

© Crown copyright 2006

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by one of Her Majesty's Inspectors.

## Description of the school

Gedney Drove End Primary is a small school situated in rural Lincolnshire. Attainment on entry is broadly average. The number of pupils claiming free school meals is below average. There are no pupils for whom English is an additional language (EAL) and a small proportion from minority ethnic backgrounds. There is an above average number of pupils with learning difficulties and disabilities. The school has recently undergone some significant changes culminating in its federation with a neighbouring school in January 2006. Most staff are new to the school. The school is currently working towards the Healthy Schools and Investor in People awards.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 3**

Gedney Drove End is a satisfactory school with some good features. This is the school's view too. Following its federation with Holbeach St Marks, it is rapidly improving. There are a number of strengths. The headteacher leads the school very well and has built an effective staff team which works hard to provide a high quality education for pupils. There is an enthusiasm and capability to drive the school forward. It is a welcoming school where pupils are happy and safe. There are positive relationships throughout school and pupils have good opportunities for taking responsibility. The school takes good account of the views of parents and pupils. They hold the school in high regard. Attendance is improving and at the time of the inspection was close to the national average. The quality of education in the Reception class is good. Most pupils make good progress so that by Year 1 standards are just above average. By the age of seven, standards are above average in reading, writing and mathematics. Pupils make good progress. By Year 6, standards overall are broadly average. Progress is satisfactory in Key Stage 2 because a small minority of Year 6 pupils do not concentrate hard enough in lessons. Their inattention distracts others and prevents some classmates achieving what they are capable of. The school is working hard to improve their behaviour. Staff are also trying to make standards even better by ensuring that teaching and learning are consistently of a high enough quality for all pupils to do as well as they can. The school recognises the next steps are to develop the curriculum further, increase opportunities to use information and communication technology (ICT), and enable leaders of subjects to check on how well pupils are learning. The self-evaluation and recent improvements show the school has a good capacity to improve further. It gives satisfactory value for money.

### **What the school should do to improve further**

- further raise standards in Key Stage 2 by improving the quality of teaching so that it is all good or better - develop the curriculum further by linking subjects together so that all subjects provide a broader range of experiences for pupils - increase opportunities for the development of ICT in order to improve skills of independent learning - enable leaders of subjects to check on teaching so that they know how well pupils are learning and what is needed to improve provision.

## **Achievement and standards**

### **Grade: 3**

Pupils start school with standards broadly similar to those expected for their age. In the Foundation Stage, the quality of teaching is good. Pupils' needs are well met, they enjoy school and, as a result, they make good progress in all areas. From these firm foundations, pupils enter Year 1 with standards that are just above those of most five year olds. Most pupils make good progress so that by the end of Key Stage 1 standards are above average in reading, writing and mathematics. Standards achieved by the Year 6 cohort in 2005 were above those expected nationally in mathematics and science.

They were in line in English. Although progress made by this cohort was exceptional, it is not truly representative. Most pupils make satisfactory progress throughout Key Stage 2 from their starting points and by the time they are eleven, standards are broadly average. There has been a trend of gradual and steady improvement in both key stages since 2001. However, since federation, the school has shown a determination to increase the rate of pupil progress and academic performance by improving teaching and learning. Analysis of national test results led the school to focus on improving reading and writing. Standards of work seen in lessons and in pupils' written work show this has had a good impact, particularly in Key Stage 1. Even so, the school is aware of the need to raise standards further, particularly in Key Stage 2. The school sets challenging but realistic targets for attainment based on a very good knowledge of the individual. In most cases, pupils successfully reach these. There are no significant differences in the progress of boys and girls, and learners with difficulties and disabilities are appropriately supported and make satisfactory progress.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development and well-being are good. The school is calm and welcoming. Pupils say they feel safe, secure and confident and that there is always an adult to talk to. Pupils and parents believe there are few instances of bullying and when rare incidents occur they are well handled. Most pupils enjoy coming to school and several say they like everything about their time here. Pupils understand the school rules and most think they are fair. Pupils' behaviour is satisfactory. Staff have good relationships with most pupils. The behaviour policy is consistently applied throughout the school and 'Rewards' assemblies celebrate good effort. However, the same group of Year 6 pupils frequently choose to demonstrate inappropriate attitudes and behaviour. Pupils use the play areas sensibly and relish opportunities to take responsibility, such as ringing the school bell and serving milk and toast at playtime. They make good progress in learning to keep safe and are well informed about eating healthily and taking exercise. Attendance is satisfactory overall, with good procedures to follow up absences with a phone call. Pupils' spiritual, moral, social and cultural development is good overall. Charity work and the many opportunities for them to help around the school enable pupils to make a positive contribution to the community. The school council plays an important role; its elected members meet regularly to discuss and suggest initiatives and improvements, such as redecorating the school and improving the wildlife area. These activities help pupils develop a good understanding of economic well-being through their participation and decision making.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The quality of teaching and learning is satisfactory overall with good features in the Foundation Stage and Key Stage 1. In all lessons, teachers manage the demands of

teaching mixed age classes well. Planning is conscientiously undertaken and matched to the needs of most pupils. Teachers explain the aims of lessons clearly so that pupils know what they are expected to learn and successfully use skilful questioning to challenge pupils' thinking and understanding. Practical activities are planned as a part of many lessons and teachers provide good opportunities for pupils to clarify their thinking by discussing ideas with classmates. Teachers are starting to make effective use of interactive whiteboard technology which is helping to make lessons more interesting and engaging. Teaching assistants are well briefed and provide effective support for learners throughout the school. Inattention and low level misbehaviour by a small number of Year 6 pupils mean that some pupils become distracted. As a result, the pace of lessons is not always fast enough to ensure that all pupils learn as much as they can or are able in Key Stage 2.

## **Curriculum and other activities**

### **Grade: 3**

The school provides a satisfactory curriculum. It is broad and balanced, meets requirements and effectively prepares pupils for the next stage of their education. It is strengthened by the sharing of resources, ideas and skills with its federated school. Concerns raised about aspects of curriculum in the last inspection have been fully addressed. Although adequate time is available for all subjects, the school recognises that it needs to further improve aspects of its curriculum. The school needs to make learning more thought-provoking and interesting by linking work between subjects. There is also still work to do in realising the benefits that ICT can bring to other subjects and to further develop pupils' skills of independence. A good range of clubs and out of school activities adds to pupils' enjoyment of learning. These events are well supported and help to make learning exciting.

## **Care, guidance and support**

### **Grade: 2**

The school is a caring community. The quality of care, guidance and support of pupils are good and all procedures are in place to ensure their safety. Good systems are in place to deal with very rare incidents of bullying. Arrangements for child protection are fully in place and the school works closely with external agencies to support any pupils who may be at risk. There are good relationships between most pupils and staff. Effective procedures are in place to tackle unsatisfactory behaviour and reward good work or conduct. These are well understood by pupils. They know that adults will listen to their concerns and support them if they have a problem. The school communicates regularly with parents who are full of praise for the work of the school. They are very happy about the way that their pupils, including those who have learning difficulties and disabilities, are looked after. They appreciate the school's welcoming approach and readiness to discuss their child's progress and concerns. Assessment procedures are good. Teachers use effective tracking systems in English and mathematics and outcomes are used to identify clear targets for improvement. Most pupils know their targets, however these are not reinforced in teachers' marking. Therefore, this does

not help some pupils achieve as well as they could. Reports home are thorough and offer very clear information about the progress pupils are making.

## **Leadership and management**

### **Grade: 3**

The leadership and management of the school are satisfactory with some good features. The recently appointed headteacher provides strong, purposeful leadership. She is successfully focused on raising standards and promoting the personal development and well-being of learners. In a short space of time she has been successful in managing the implementation of the federation and creating a common sense of purpose in both school communities. As one governor said, 'the headteacher has a clear vision and is driving the school forward. She has made a huge difference.' The school is well managed and runs smoothly, enabling teachers to focus on pupils' learning. The headteacher is well supported by her base and subject leaders, who have a good, accurate understanding of the strengths and areas for improvement. The school makes good use of all of its resources, including staff, who are deployed effectively. New staff members have been well integrated into school. They are increasingly effective. The new team has established successful partnerships with colleagues in the federation; constructing and implementing focused plans for improvement. However, many of the actions to raise standards have been introduced recently and have not yet had sufficient impact on improving teaching and learning. Appropriate systems have been introduced to check individual pupils' progress and these are beginning to have a positive impact on achievement and standards. Newly established subject leaders provide good curriculum and planning support for colleagues. However, they have not yet had the opportunity to check how well pupils are learning and what is needed for them to improve. The joint governing body serving the federation is newly established. Governors are enthusiastic, knowledgeable and committed to both the federation and the school. They receive a good range of information about the school and their support in school is valued. However, their role as critical friend to the school is not yet fully established. The views of pupils and parents are actively sought. They express high levels of satisfaction with the school. A clear programme of further improvements is planned, and the school is well-placed to implement these. In the light of recent improvements, the school has demonstrated that it has the capacity to improve further and gives satisfactory value for money.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
--	-----------------------	--------------

### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	3	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

### **Text from letter to pupils explaining the findings of the inspection**

Thank you for letting me visit your school. I enjoyed talking with you, watching you learn and looking at your work. I think it is very exciting to be part of the federation with Holbeach St Marks and I know that you are looking forward to working closely with your new friends there. I thought you would like to hear what I liked about your school and how it could get even better. What I liked about your school: - you are happy to talk about what you are doing - most of you behave well in lessons and enjoy what you do, especially when you are working together or have practical activities to do. However, a small group of Year 6 pupils spoil things in Class 2 by not concentrating hard enough - your headteacher and other grown-ups working in the school look after you and make sure that most behave well and are happy - your teachers and teaching assistants work hard to make their teaching even better, and to get it right for each one of you - your parents like the school and feel you learn well - you have some good ideas about how the school can improve. What I have asked your school to do to make it even better: - your teachers need to challenge pupils more in Class 2 so that they do even better than they are doing at the moment - your teachers should continue to find interesting ways to link subjects together to make your work more stimulating, enjoyable and challenging - your teachers should continue to provide you with more opportunities to use ICT in other subjects to increase your confidence and independence - your teachers should check what is happening more in other classes and share all the good things they find so that they can learn from each other and get even better. I feel certain that everyone at the school will continue to work hard to help you learn in the future. Good luck.