



The Gedney Hill Church of England Primary School

Inspection Report

Unique Reference Number 120548
LEA LINCOLNSHIRE LEA
Inspection number 294324
Inspection dates 7 June 2006 to 8 June 2006
Reporting inspector Mr. Martin Cragg LI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Schools the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary	School address	North Road
School category	Voluntary controlled		PE12 ONL
Age range of pupils	4 to 11		
Gender of pupils	Mixed	Telephone number	01406 330258
Number on roll	74	Fax number	01406 331079
Appropriate authority	The governing body	Chair of governors	Mr. Andrew Congreve
Date of previous inspection	Not applicable	Headteacher	Mrs. Lynn Chappell

Age group	Inspection dates	Inspection number
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Introduction

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

Description of the school

The school is smaller than average with 74 pupils and serves the village of Gedney Hill and surrounding area. Almost all pupils are of white British origin and none speak English as an additional language. Nearly a quarter have learning difficulties or disabilities, above the national average, and two have statements of special educational need. When the school was inspected in November 2004, it was judged to require special measures.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures. When the school was inspected eighteen months ago, it was judged to require special measures because leadership, management and the curriculum were unsatisfactory, pupils' behaviour and achievement were not good enough, and teaching needed improvement in Years 1 to 4. The school has responded positively and has made good progress. The headteacher has led this recovery with determination. Pupils' progress is improving and standards are close to the national average in most years. However, standards need to rise further and all pupils should match the good rates of progress achieved by some. Most pupils behave well, have positive attitudes to their lessons and attend regularly. The quality of teaching and learning is at least satisfactory and improving. The curriculum now meets statutory requirements. The school judges that its overall effectiveness is satisfactory and inspectors agree. Standards in the Foundation Stage are broadly in line with national expectations and the range and quality of activities are appropriate. Pupils participate enthusiastically in a wide range of activities outside lessons which broaden their experience, develop their confidence and extend the curriculum. However, many still rely heavily on teachers for direction in lessons and are uncertain when asked to work independently. Pupils are assessed regularly and the resulting information is used effectively in planning. There is a good range of links with other schools, sports and arts bodies and local events. Pupils are cared for well and those with learning difficulties and disabilities get good support. The headteacher sets a clear direction for the school. Staff who lead on the core subjects increasingly review their areas of responsibility and plan effectively. However, the leadership of other subjects is at an earlier stage and needs development. Governors increasingly hold the school to account. There has been significant improvement since the last inspection and there is good capacity to improve further. The school provides satisfactory value for money.

What the school should do to improve further

- Continue to improve standards by the end of Year 6 and ensure that all pupils make consistent progress throughout the school. - Develop pupils' ability to take responsibility for their own learning and to work independently when required. - Continue to improve the leadership and management of subjects, ensuring that subject leaders have time to review lessons and pupils' work in their areas of responsibility.

Achievement and standards

Grade: 3

Pupils' achievement is satisfactory overall. However, there are small numbers in some years and this can make comparisons unreliable. Pupils enter the school with attainment which varies from year to year but is generally in line with that expected for their age. Pupils make at least satisfactory progress throughout the school, including the

Foundation Stage. By the end of Year 2 pupils achieve standards that are broadly average. By the end of Year 6 in 2005, pupils achieved standards that were in line with the national average. In 2006, based on the school's own assessment data, standards in Year 6 are likely to be below average but there is a higher proportion of pupils in this class with learning difficulties or disabilities. Pupils with learning difficulties and disabilities make satisfactory progress overall. The school sets realistic targets for pupils based on their prior attainment and these targets are generally achieved.

Personal development and well-being

Grade: 2

Pupils have generally positive attitudes to their lessons. Their behaviour has improved considerably since the last inspection and is good overall. Most pupils behave well in and out of lessons and attendance is at least satisfactory. Pupils' spiritual, moral, social and cultural development is good. Assemblies have strong themes which pupils are encouraged to reflect upon. Pupils benefit from their involvement in the local festival, concert and drama events, which broaden their awareness of other cultures. They enjoy opportunities to be active and healthy through the wide programme of sport and other activities in which they have achieved considerable success. They respond positively to the clear guidance given by staff on how to get on with each other. They behave sensibly and safely, showing respect for each other. Older pupils participate in enterprise activities and visits which extend their understanding of the world of work. They make strong contributions to the school through the school council and buddies scheme, showing maturity in their organisation and management of play activities at breaks and lunchtimes.

Quality of provision

Teaching and learning

Grade: 3

There has been a significant improvement since the last inspection. Teachers plan lessons thoroughly and reinforce literacy, numeracy and information and communication technology (ICT) skills where possible in other subjects. Teachers' management of relationships and behaviour is good. They use questions increasingly effectively to get pupils to explain their ideas. However, pupils currently make satisfactory progress overall and are often too reliant on the teacher for guidance and lack the confidence to work independently. Pupils' work is assessed regularly and this information is used effectively to track pupils' progress and to identify particular pupils who require additional help with some skills. These additional programmes have been effective, especially in mathematics. Pupils know their targets and understand what they need to do to improve further. Teaching assistants provide good support to pupils in lessons

Curriculum and other activities

Grade: 3

The curriculum is satisfactory overall with strengths in the range of activities available to pupils outside lessons. Curriculum planning matches the needs of pupils and avoids repetition in mixed age classes. Provision for literacy, numeracy and ICT is satisfactory. This is a significant improvement since the last inspection. Lessons enable pupils of differing abilities to undertake tasks at appropriate levels and ensure that pupils with learning difficulties and disabilities make at least satisfactory progress. The school provides a very good range of additional activities which broaden pupils' experiences and give them opportunities to work with other adults and pupils from other schools. The range of activities available on Wednesday afternoons extends and complements the curriculum, providing pupils with real audiences for their work and the opportunity to develop practical skills in more depth than might be possible in ordinary lessons.

Care, guidance and support

Grade: 2

Pupils are well known by all staff and relationships are very positive, based on clear expectations. Teachers are good at intervening with individual pupils and explaining how and why they should behave in particular ways. Pupils' social and moral development is strongly promoted. Proper procedures are in place to safeguard pupils and the school works very closely with a wide range of agencies to ensure that their needs are met. The school manages difficult circumstances with some children and families with sensitivity and is committed to success for all. Risks are properly identified. Safety and health concerns are a strong theme of the curriculum activities offered on Wednesday afternoons. Support and guidance for pupils with learning difficulties and disabilities are good. Their progress is reviewed regularly and parents are closely involved in setting targets. Pupils' progress is improving as the school's regular assessment system enables teachers to monitor achievement closely.

Leadership and management

Grade: 3

The school's evaluation of its performance is good and has improved substantially since the last inspection. Inspectors now agree with the school's judgement of its progress. Appropriate areas for development are identified and plans for improvement are detailed. The headteacher sets clear direction and vision for the school. Subject leaders in English, mathematics, science and ICT have begun to review their areas of responsibility and identify areas for training and further development. The leadership of other subjects is generally less developed but is stronger than at the time of the last inspection. Good use has been made of support from the local authority and local network of schools to assist staff in taking on subject responsibilities. The school has a strong commitment to ensuring that all pupils are well catered for and achieve success. Communication with parents is improved. Staff are deployed effectively. Resources are well managed and ICT provision has improved. Governors increasingly

hold the school to account and are making regular visits to monitor progress. The school has made significant improvements in the quality of teaching, pupils' attitudes, behaviour and the curriculum since the last inspection. The school has a good capacity to improve further.

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Inspection judgements

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

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	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	3	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

How well do learners achieve?	3	NA
The standards ¹ 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

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	3	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	3	NA

The quality of provision

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

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	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	2	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

The extent to which schools enable learners to be healthy	
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
The extent to which providers ensure that learners stay safe	
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
The extent to which learners make a positive contribution	
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
The extent to which schools enable learners to achieve economic well-being	
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

As you know, I recently visited your school and this letter is to tell you about what I found during my inspection. First, I would like to thank you for your help during the time I was in your school. I enjoyed talking to some of you in your lessons and also to the school council and 'buddies'. Your views were very helpful and you were extremely polite and friendly throughout the two days. Your school has improved, especially in the last year. You mostly enjoy coming to school and most of you behave well. Your teachers plan their lessons carefully and most of you are making progress. You know your targets and could tell me what you needed to do to improve. I felt that you are more confident in class and answer questions in more depth. You also work together better in pairs and groups. You enjoy the range of activities on Wednesday afternoons and outside lessons and some of you have been very successful in recent sporting events and festivals. The school council and 'buddies' clearly have strong ideas for what they would like to do and have improved equipment and activities in breaks and lunchtimes. I have suggested some areas of the school's work which Mrs Chappell and the staff need to make even better. I would like to see you make more progress in lessons and get even better results. To help your teachers, you need to be more confident in thinking through problems and working on your own, using your own ideas. I have also asked your teachers to continue to review your work and assess your progress so that they can plan lessons more effectively. I am confident that your school can improve further. I wish you good luck in the future.