

# The Gedney Hill Church of England VC Primary School

Inspection report

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<b>Unique Reference Number</b>	120548
<b>Local Authority</b>	Lincolnshire
<b>Inspection number</b>	313664
<b>Inspection dates</b>	23–24 June 2008
<b>Reporting inspector</b>	Michael Miller

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	69
<b>Appropriate authority</b>	The local authority
<b>Headteacher</b>	Mrs Lynn Chappell
<b>Date of previous school inspection</b>	7 June 2006
<b>School address</b>	North Road Gedney Hill Spalding Lincolnshire PE12 ONL
<b>Telephone number</b>	01406 330258
<b>Fax number</b>	01406 331079

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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

This is a much smaller than average sized primary school. When children enter the Reception year, their attainment is generally in line with what is expected for their age. A fifth of the pupils come to the school by taxi each day from outlying areas. The proportion of girls on roll is well below average. Most pupils are of White British background. The percentage from minority ethnic groups, or for whom English is an additional language, is well below average. The proportion of pupils eligible for free school meals is below average. The percentage of pupils who have additional learning needs is above average, but the proportion with a statement of educational need is average. A high proportion of children leave the school other than at the usual time. The school has been awarded an Active Mark for its involvement in sport.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

The school provides a satisfactory level of education and care for its pupils. Most parents express positive views of the school. Although some are concerned about incidents of bullying and poor behaviour, the inspection found little evidence to support these concerns. Pupils' behaviour in lessons and around the school is satisfactory. Pupils confirm that on the rare occasion when bullying occurs, those involved are dealt with effectively and there has been an improvement in the way behaviour is managed. However, the school is not complacent and recognises that behaviour needs to improve further. The headteacher and governors are aware of the strength of some parents' and carers' views and consequently have arranged to meet with parents in the near future to discuss their concerns. This reflects purposeful leadership. The governing body and headteacher are facing squarely the challenges confronting the school. Senior leaders are starting to delegate more, and make improved use of the management skills of individual staff. As a result, the school has a satisfactory capacity to improve.

Standards are steadily rising and are broadly average. Children in the Foundation Stage reach the learning goals expected for their age at the end of Reception. By Year 2 and Year 6, overall standards are broadly in line with the national average, although pupils do better in English. School data suggests that currently pupils are reaching above average standards in English. Pupils' progress varies but is satisfactory overall because teaching is generally satisfactory. Sometimes teaching is good, and pupils make good progress in these lessons. Where teaching is less than satisfactory, a few pupils do not make enough progress because disruptive behaviour is not managed effectively enough by staff.

Pupils' personal development, including their spiritual moral, social and cultural development is sound. Behaviour around the school and in most lessons is satisfactory. The school has successfully introduced a new personal, social and health education course to raise pupils' awareness of their responsibilities towards themselves and others. The sound curriculum is enhanced effectively by a good range of enrichment opportunities, particularly in sport and the arts. This enhances pupils' personal development, and contributes to their good understanding of how to live healthy lifestyles.

Statutory arrangements for safeguarding pupils and child protection are in place. The school shows due care for its pupils, providing satisfactory guidance and support for their personal development. There have been good improvements in systems to monitor pupils' academic progress that have led to better progress and standards. Nevertheless, marking does not always inform pupils how to improve their work. The school works closely with support agencies to help pupils overcome their learning difficulties. Tracking information shows that the support strategies work well, enabling specific pupils with learning difficulties to make positive progress in their personal and academic development.

## Effectiveness of the Foundation Stage

### Grade: 3

The overall effectiveness of the Foundation Stage is satisfactory. Children make satisfactory progress as a result of sound teaching. On a few occasions low-level disruption is not always managed effectively enough which slows the learning and progress of a few children. Nevertheless, by the time they leave the Reception year, most children reach the goals in learning expected of their age. Appropriate systems are in place for recording children's

achievements and tracking their progress. Satisfactory leadership has ensured that children are making appropriate use of the outdoor area and that children of different ability levels receive suitable attention from qualified staff. Teachers plan cooperatively, and children benefit from their collective expertise.

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

- Work more closely with parents to promote confidence in the school by dealing with any concerns they raise promptly and effectively.
- Ensure that all staff manage pupils' behaviour effectively so that no time is lost in lessons and progress is consistently good.
- Improve marking techniques so that pupils know how to improve in their work.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Pupils are reaching average standards overall and achievement is satisfactory because teaching and the curriculum are sound. The headteacher and staff have worked hard to ensure pupils' achievement has improved over the past four years. In 2007, standards were broadly average and the large majority of pupils made satisfactory progress. The school's own data indicates that standards are steadily rising and performance in English this year is above average. The majority of pupils are on course to meet their targets. Progress in lessons is mainly satisfactory. Sometimes it is good when teachers' expectations are high, pupils' behaviour is well managed and the pace is brisk. Pupils who find learning difficult generally make satisfactory progress.

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

### **Grade: 3**

Attendance is below average and although school data shows that this does not have a marked negative affect on progress made by pupils, the school is doing what it can to encourage pupils to attend more regularly. Pupils' moral and social skills are generally satisfactory. Most pupils behave well much of the time, and are polite and courteous. However, some pupils occasionally behave inappropriately and when this is not managed well, progress in the lesson slows. The concerns raised by some parents are mostly unfounded as the incidents of bullying are steadily reducing; a position confirmed by pupils who also acknowledge that the school deals with any incidents quickly if they do occur. As a result, pupils feel safe in school. Pupils adopt safe practices around the school showing an awareness of the needs of others. Pupils are prepared to take on responsibilities, but there is scope to broaden the role of the school council. Pupils' spiritual and cultural development, as well as their understanding of healthy lifestyles, is enhanced well through participation in sport. This is a real strength of the school, and the school's success is reflected in the number of trophies received for sporting events. Overall, pupils are suitably prepared for the next stage in their education.

## Quality of provision

### Teaching and learning

#### Grade: 3

Teaching and learning are sound, allowing the majority of pupils to make satisfactory progress. However, occasionally learning is interrupted when low-level disruption by a few pupils is not managed effectively enough. On such occasions, the focus on behaviour management means that the expectations some staff have of pupils' learning are not always high enough. The broad range of professional knowledge and expertise of the staff is used increasingly effectively to improve lessons. For example, since the last inspection more time has been given to teachers to plan lessons together. This has resulted in more consistency of lesson planning, especially where more than one teacher takes responsibility for a class. Consequently, planning is sound, and teachers ensure there is continuity of learning for the pupils.

### Curriculum and other activities

#### Grade: 3

The school's curriculum is sound, adequately meeting the needs of its pupils. The school is rightly linking together subjects and key skills more through topics in order to make best use of time and to enhance learning. For example, a Year 5 and 6 topic on the Greeks was used well to blend learning across a range of subjects. The school plans to develop this good practice further by extending it to all year groups. Improvements to the curriculum are being consolidated because of increased opportunities since the last inspection for subject leaders to monitor teaching and learning in their subjects and evaluate pupils' work. The programme of activities taught each Wednesday afternoon enriches the curriculum well, particularly in relation to the creative and expressive arts. The school has a deservedly high reputation for its participation in sporting competitions. Such practical activities suit the learning styles and interests of these pupils well.

### Care, guidance and support

#### Grade: 3

A significant minority of parents and carers have concerns about behaviour, feel their views are not heeded sufficiently and that their children's views are not considered. Inspection findings indicate that the school encourages parents and carers to meet staff to discuss matters of concern. However, the school recognises that not all parents feel sufficiently comfortable to approach staff and as a result, working relationships between home and school are not always highly productive; this is a weakness that the school is keen to resolve. The school acknowledges that some bullying amongst pupils occurs. School policies, procedures and practices for dealing with this are satisfactory and indications are that bullying is gradually decreasing. Academic guidance has improved considerably over the past four years. Changes to the school's systems for tracking pupils' progress and target setting have enabled staff to teach pupils more effectively, as demonstrated by the rising standards. Marking now shows pupils what they have done well, but it does not always help them to understand what they should do next to improve.

## Leadership and management

### Grade: 3

Leadership and management are satisfactory. The headteacher and staff have worked hard to bring about improvement in the school, particularly in pupils' learning, achievement and in the reduction of incidents of bullying. The school is also trying hard to establish productive relationships with parents and rightly recognises that more needs to be done in this aspect of its work. Standards are steadily rising and pupils are making satisfactory progress because leaders have improved assessment systems and use assessment outcomes effectively to inform planning. Subject leaders are influential in monitoring the effectiveness of provision in their subjects. Governance is satisfactory and the school works satisfactorily in partnership with support agencies. The school has a clear understanding of its strengths and areas for development, using this information soundly to bring about steady improvement.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	3
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	3

### Achievement and standards

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

### Personal development and well-being

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

### The quality of provision

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

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

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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

25 June 2008

Dear Pupils

Inspection of The Gedney Hill CofE Primary School, Gedney Hill, PE12 0NL.

I would like to thank all of you for welcoming me into your school. I enjoyed talking with you and I learned a lot about your school by observing you working in lessons and playing at break times.

Your headteacher has worked hard for you over the past four years to help you to do your best. Standards are now satisfactory and this is important for your future lives and education. You are making satisfactory progress largely because your headteacher has introduced new methods for teachers to use to check how well you are learning.

Everyone told me how important your school is to the life of your village. Therefore, I am asking your school to work even more closely with your parents and carers. You know that some of your lessons are spoilt when a few children do not behave well. I have asked the staff to deal with any disruption more effectively. I am asking you to help by always showing kindness towards others and setting a good example. I have asked your teachers to mark your work so that you know more exactly what you need to do to improve.

With all best wishes for your future

Michael Miller

Lead inspector