

# Gedney Drove End Primary School

## Inspection report

---

Unique Reference Number	120410
Local Authority	Lincolnshire
Inspection number	327275
Inspection dates	14–15 May 2005
Reporting inspector	Godfrey Bancroft

This inspection was carried out under section 8 of the Education Act 2005 under pilot arrangements; it was also deemed a section 5 inspection under the same Act

---

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	42
Appropriate authority	The governing body
Chair	Cllr C N Worth
Headteacher	Miss Karyn Wiles
Date of previous school inspection	9–10 May 2006
School address	Main Road Gedney Drove End Spalding PE12 9PD Lincolnshire
Telephone number	01406 550242
Fax number	01406 550242
Email address	enquiries@gedneydroveend.lincs.sch.uk

---

© Crown copyright 2009

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

This pilot inspection was carried out by one additional inspector. The inspector visited six lessons, and held meetings with the headteacher, members of staff, members of the governing body and groups of pupils. The inspector observed the school's work, and looked at the school's improvement plan and documents that underpin its procedures to manage health and safety.

The inspection reviewed many aspects of the school's work. It looked in detail at the following:

- the quality of teaching provided for pupils in years 3 to 6
- how knowledgeable pupils are about their progress and about what they need to do to make their work even better
- how successful the school is in meeting the full range of ages and abilities in each class
- the impact on standards in English of the school's approach to teaching writing through a topic based approach
- how well the school promotes pupils' understanding of beliefs and cultures that are different to their own

## Information about the school

The school is much smaller than average. Whilst pupils come from a diverse range of social and economic backgrounds the percentage of pupils known to be eligible for a free school meal is relatively low. Compared with other schools the percentage of pupils from minority ethnic groups is very low. There are no pupils who speak English as an additional language. Children in the Early Years Foundation Stage are taught alongside pupils in Years 1 and 2. Attainment when children start varies from year to year, but is usually below that expected for children of Reception age. The percentage of pupils with learning difficulties and/or disabilities is broadly average and is mainly made up of pupils who have specific learning difficulties, such as dyslexia.

The school has been awarded Healthy Schools Status for its work in encouraging pupils to adopt healthy life styles and Activemark for its contribution to promoting school sport. The school is federated with Holbeach St Mark's Church of England Primary School. The two schools share a headteacher and have a joint governing body.

## Inspection judgements

Grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Overall effectiveness

2

Capacity for sustained improvement

2

## Main findings

This is a good school, in which, as one pupil commented, 'Everyone works as one big team.' This is the key reason why the school continues to improve and standards are on an upward trend. Activities are typified by enjoyment and an atmosphere in which pupils thrive. From their various starting points pupils make good progress and standards, by the time they leave at the end of Year 6, are above average. Since it was last inspected, in May 2006, the school has succeeded in improving the quality of teaching and raising standards. It has also made significant improvements in the provision and use of information and communication technology to support teaching and learning. The role of subject leaders has also been refined and enhanced, permitting them to have a significant influence on raising standards across the school. Central to these improvements is the strong and effective leadership of the headteacher. The school also benefits greatly from being federated with Holbeach St Mark's Church of England Primary School. This arrangement enables the two schools not only to share their headteacher but to gain from the expertise of staff who work at both sites, although the use of teacher expertise from the federated schools is yet to be fully developed in all subjects.

As a result of the school's focus to bring about improvements, the quality of teaching at all stages is good. Some excellent teaching is evident in Years 5 and 6. In turn, this has resulted in better progress for pupils and has been a key influence on improving the quality of teaching throughout the school. Teachers are skilful at devising tasks that match the learning needs of the full range of ages and abilities in each class. Teachers' have a consistent approach to ensuring that pupils are fully aware of their targets and know exactly what they have to do to improve the quality of their work. The high quality of marking is central to this process, giving pupils clear advice on how to make their work even better. Standards in writing have improved. Teachers have focused effectively on introducing topics across the curriculum that make learning interesting and enjoyable. Within topics there are good opportunities for pupils to undertake sustained writing tasks. This is achieved without losing sight of the need to ensure that pupils have good basic skills in terms of grammar, punctuation and spelling. Pupils are also good speakers, often giving sustained and thoughtful responses to questions. Whilst they are proud of their school and proud of their work, they do not always take enough care to present their work as neatly as they might. The school is equally successful in promoting pupils' personal development which is good with their behaviour being excellent. Their

spiritual, moral, social and cultural development is good. Pupils enjoy taking responsibility and show care and consideration towards each other. Their knowledge of other beliefs and cultures is satisfactory and events, such as assemblies, are used effectively to promote and extend pupils' awareness.

Some of the measures to improve standards are at a relatively early stage, but are clearly having a positive impact on pupils' progress. Even so, the school recognises the need to extend these measures so they become embedded fully in its work. The school has recently appointed new members of staff who will begin work in September 2009. With this in mind the headteacher and governors are eager to ensure their successful induction and to maintain the current pace of improvement. In its most recent self-evaluation the school was somewhat modest about its performance. However, procedures for evaluating the quality of provision are robust. These procedures include regular lesson observations by governors, the headteacher and staff with subject responsibilities. Meetings are held to share outcomes and swift action put in place to remedy any weaknesses. The school's track record in resolving any areas of relative weakness, including those identified at the time of last inspection is good, providing a strong indication of the school's good capacity to sustain improvements in the future.

## What does the school need to do to improve further?

- Fully embed the improvements to teaching and assessment by
  - utilising the expertise of teachers from the federated schools in all subjects
  - capitalising on the benefits of teachers planning together and observing each other at work
  - creating robust procedures for the induction of newly appointed staff.
- Applying the school's handwriting policy to help pupils to improve the presentation of their work

## Outcomes for individuals and groups of pupils

2
---

Pupils clearly enjoy their learning. They sustain their interest in whatever tasks are set, answer questions thoughtfully and help each other whenever they can. Standards in reading, writing and mathematics at the end of Key Stage 1 are broadly average. It is clear from the work in pupils' books that they make good progress during their time in Years 1 and 2. In 2008 the national tests showed that standards in English, mathematics and science at the end of Year 6 were above average. Assessments by teachers, the work seen during lessons and the work in pupils' books show that pupils are on course to maintain above average standards this year. Occasionally, pupils work in their books is not as well presented as might be. Pupils who are currently in Year 5 also look likely to attain similar standards with many making excellent progress from relatively lower starting points. Good support is provided for those pupils' who experience difficulties in learning. These pupils also make good progress.

Outstanding social skills, coupled with above average standards means that pupils are prepared well for the next stages of their education and for later life. Pupils also make a good contribution to the community, particularly by showing care and consideration for others. The school also works effectively to ensure that pupils are fully aware of how to stay safe and of the importance of eating healthily and of the benefits of taking regular exercise.

*These are the grades for pupils' outcomes*

Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with learning difficulties and/or disabilities and their progress	2
How well do pupils achieve and enjoy their learning?	2
To what extent do pupils feel safe?	2
How well do pupils behave?	1
To what extent do pupils adopt healthy lifestyles?	2
To what extent do pupils contribute to the school and wider community?	2
Pupils' attendance <sup>1</sup>	3
How well do pupils develop workplace and other skills that will contribute to their future economic well-being?	2
What is the extent of pupils' spiritual, moral, social and cultural development?	2

## How effective is the provision?

Teachers take a flexible approach to planning activities and this helps them to meet the full range of ages and abilities in each class well. They create opportunities for lower attaining pupils to work alongside their more able peers. At other times higher attaining pupils work together and support each other. Pace and challenge are a prominent part of lessons, capturing pupils' enthusiasm and interest. Even so, teachers are very aware and respond promptly to the slightest sign of any pupils being left behind or failing to understand. Teachers are particularly skilful at posing questions that challenge pupils' thinking skills. Excellent relationships between pupils and adults mean that pupils are not afraid to respond or to pose questions of their own. Assessment is used well to plan the next stages of teaching for each pupil. The involvement of pupils of understanding what is expected of them, setting targets for their learning and providing advice about how to improve is reflected in ever improving rates of progress. To this end, marking is helpful, informative and appreciated by pupils, who often respond with comments of their own.

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

The curriculum meets pupils' needs well. The headteacher and staff have reviewed the curriculum successfully to make it increasingly relevant to pupils' needs. Many aspects of learning are developed through topics. Pupils clearly enjoy this approach, such as the current project which has a design and technology focus about making toys. Good attention is also paid to developing and applying basic skills in areas such as numeracy, writing and information and communication technology through the topics. The opportunity for all pupils to learn a musical instrument is enjoyed greatly by all, especially when the staff join in and learn alongside the pupils. The pupils benefit from a good range of educational visits, such as to a museum in London, the mosque and temple in Peterborough and a trip to take part in outdoor and adventurous activities in Norfolk. A satisfactory range of clubs and after school activities also enhances the range of learning opportunities.

The care of pupils and support for their personal and social development is also good. Pupils are confident they will be helped to resolve any difficulties they might encounter by sharing them with an adult. Every opportunity is taken to celebrate pupils' successes and to congratulate them when they do well. Consequently, they become increasingly confident learners who are always willing to try hard and to do their best. This applies particularly to those pupils who sometimes find aspects of their learning hard.

*These are the grades for the quality of provision*

The quality of teaching	2
The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

## How effective are leadership and management?

The headteacher in leading the federated schools has succeeded in galvanising the whole staff into an effective team that is committed to moving the school forward. The school plans to develop thorough induction procedures for all new members of staff. Staff with additional responsibilities, such as subject leaders, make an effective contribution to raising standards. Staff from the federated schools plan together in all subjects and observe each other teaching in English and mathematics. The school's commitment to ensuring equality of opportunity for all pupils and to eliminating any form of discrimination is outstanding. This is illustrated by the ways in which the curriculum is modified to meet the needs of the full range of abilities. Governors provide the school with good support, but also hold it to account for the quality of its work. They have a strong committee structure that helps them to keep tabs on all aspects of the school's work. They also have a planned programme of regular visits, each with a focus on aspects of the school's improvement. Consequently, they are well informed about the quality of its work. Governors, in partnership with the

headteacher are unstinting in ensuring that nothing is wasted and the school uses its resources wisely to provide good value for money. They also fully meet requirements with regard to the safeguarding of pupils and in ensuring that the adults they employ are suitable people to work with children.

The school works effectively to involve parents and carers in its work and at keeping them informed about their children's progress. This is also a school which is very much at the heart of the community its serves. Pupils are proud of their school and of the contribution it makes to their community. They also appreciate the efforts that are made to raise their awareness of communities that are different to their own in other parts of Britain and abroad.

*These are the grades for leadership and management*

The effectiveness of leadership and management in communicating ambition and driving improvement	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

## Early Years Foundation Stage

Provision for children in the Early Years Foundation Stage in good and leadership and management is effective. Children benefit greatly from opportunities to learn alongside their older classmates. In some years there are wide variations in children's attainment, with some coming from very low starting points. However, the majority are usually well on their way to attaining the early learning goals expected for their age by the time they are ready to join Year 1. Staff assess children's progress frequently and thoroughly. They are very knowledgeable about the needs of each individual, responding promptly at any sign that a child may be falling behind. Staff are swift to respond and change activities if children become distracted or show signs of losing interest. Children make good progress in their personal, social and emotional development. In this respect staff clearly recognise the importance of laying a solid foundation for learning so that they can focus appropriately on children's academic development. Even so, there is a good balance between activities which children can choose for themselves and those in which they are guided closely by adults. Play, including opportunities to learn in an easily accessible and safe



outdoor environment, is used effectively to build children's early skills and capitalise on what they already know.

Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management in the Early Years Foundation Stage	2
Overall effectiveness of the Early Years Foundation Stage	2

## Views of parents and carers

Parents and carers have positive views of the school and the majority are pleased with the quality of education provided for their children. One parent reflected the views of the majority when she said, 'I am extremely pleased with the leadership and helpfulness of the staff and especially the development and progress of my child since starting at the school.' A very small number of parents feel that communication about school activities is not as good as it should be and that the school does not take sufficient heed of their views. The findings of the inspection and the opinions of the majority of parents do not support these views.

Ofsted invited all the registered parents and carers of pupils registered at Gedney Drove End primary School to complete a questionnaire about their views of the school. If a parent has more than one child at the school, we ask them to record an answer against all the questions, for each of their children.

The inspector received 19 completed questionnaires. In total, there are 42 parents and carers registered at the school.

	Always	Most of the time	Occasionally	Never
Overall, I am happy with my child's experience at this school	13	5	1	0

## What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs. In 2007-8, 15% of schools were judged to be outstanding.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well. In 2007-8, 49% of schools were judged good.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. In 2007-8, 32% of schools were judged satisfactory.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. In 2007-8, 5% of schools were judged inadequate.

## Common terminology used by inspectors

Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Achievement:	the progress and success of a pupil in their learning, training or development. This may refer to the acquisition of skills, knowledge, understanding or desired attributes. Attributes include qualities or personal competencies which are important to the development of the pupil; for example personal, social, cultural, emotional or health.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.



18 May 2009

Dear Pupils

Inspection of Gedney Drove End Primary School, Spalding, PE12 9PD

You may recall I visited recently to inspect your school. I must say how much I enjoyed my visit and appreciated the welcome you gave me. I particularly enjoyed hearing you and the staff play your musical instruments. Based on what you told me it will come as no surprise to you that I think yours is a good school that is improving rapidly.

Gedney Drove End has many good features. Not least of these is your behaviour, which I think is outstanding. I was very impressed by how hard you work in lessons and by the ways in which you help and care for each other. It is partly because of this that you attain standards that are better than found in many other schools and you make good progress. However, that is only part of the story. You benefit from a school in which the adults are good at taking care of you and help you to overcome any difficulties you might face. You also receive good teaching and your lessons are enjoyable and interesting. Miss Wiles and the staff along with Councillor Worth and the governors, through their hard work, have already brought many improvements. Even so, they are eager to make the school even better. With this in mind I am asking them to:

- make full use of all the expertise that exists in your school and at Holbeach St Mark's to help you to do your best in every subject
- keep on improving the quality of teaching by building on the opportunities for your teachers to plan together and to learn from each other
- making sure that when new teachers start at your school they are helped to settle in and do their best as quickly as possible.

For your part, you can help to make your work even better by taking greater care with your presentation and making your work as neat as you possibly can. I am confident that you will do this and continue to strive to always do your best.

I would like to finish by wishing you every success in the future.

Yours sincerely,

Godfrey Bancroft  
Lead inspector

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