

# Gosberton Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	120411
<b>Local Authority</b>	Lincolnshire
<b>Inspection number</b>	380013
<b>Inspection dates</b>	26–27 September 2011
<b>Reporting inspector</b>	Declan McCarthy

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>	Foundation
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	105
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Denzil Sheppard
<b>Headteacher</b>	Carol Clare
<b>Date of previous school inspection</b>	25 March 2009
<b>School address</b>	High Street Gosberton PE11 4NW
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## Introduction

This inspection was carried out by two additional inspectors. Four teachers were observed teaching in eight lessons. Meetings were held with staff, the Chair of the Governing Body and the local authority adviser. Discussions took place with a few parents and carers and a small groups of pupils. Inspectors observed the school's work, and looked at information on pupils' progress, minutes of meetings held by the governing body, the school development plan, the school's updated self-evaluation documents and a sample of pupils' books. Questionnaires returned from staff, pupils and 27 parents and carers were considered.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How effectively does the school use the information from pupils' prior learning to ensure all groups of pupils progress equally well in lessons?
- What features of the curriculum and the use of assessment are leading to improved achievement across the school?
- What impact are middle leaders having on raising pupils' achievement?
- Are the policies and procedures to promote safeguarding reflected in practice?

## Information about the school

Nearly all the pupils at this small school are from White British backgrounds. The proportion identified with special educational needs and/or disabilities, including those with a statement of special educational need, is broadly average. The proportion known to be eligible for free schools meals is above average. A few pupils are at an early stage of learning English. The proportion of pupils who join or leave partway through their primary school education is high. All pupils, including children in the Early Years Foundation Stage, are taught in mixed-age classes.

The school has achieved a number of awards including Healthy Schools status and the Eco Schools Green Flag Award. Since the last inspection there have been significant changes. The school is now in a hard federation with its partner school; the senior leadership team has been restructured and a single governing body now covers both schools. The school roll has fallen significantly.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Gosberton Primary is a good and rapidly improving school. The formalised links with its partner school under the outstanding joint leadership of the executive headteacher and headteacher have resulted in good improvements since the last inspection. Outstanding care, guidance and support has led to significant improvements in attendance, which is above average, behaviour, and the progress made by pupils whose circumstances may make them most vulnerable. Outstanding partnerships with the partner school, other schools and within the community have a very positive impact on learning and progress. The good, improved curriculum captivates pupils' interests and engages them, as reflected in their strong enjoyment of learning. Parents and carers hold positive views of the school, as reflected in comments such as, 'Gosberton has made every effort to ensure that my child fitted into the school when she transferred from another school. As a result she is happy and her education is now moving forward. She looks forward to homework and is now far more independent.'

In 2011 pupils' attainment by the end of Year 6 rose significantly to broadly average. When these pupils entered the school their attainment was below average. This represents good achievement. The attainment of the current Year 6 pupils shows a similar marked improvement. All are on course to meet or exceed their individual challenging targets, from low starting points. This is also partly due to the good start children receive when they join the Reception Year in preparing them for Year 1. In the lessons observed, nearly all pupils made good progress as a result of good teaching and good use of assessment. Very occasionally a few pupils did not make quite as much progress, either because tasks were too difficult for those with low prior attainment, or because opportunities were missed to extend the learning of more-able pupils during whole-class teaching, by asking them challenging questions.

Pupils' good behaviour contributes significantly to their learning as they remain focused on their activities. This is due to enthusiastic teaching, good use made of well-chosen resources and practical activities, excellent relationships and good management of behaviour. Pupils have a good understanding of how to stay safe and the school ensures its policies are implemented well. The safety and well-being of pupils have a high priority.

The strong leadership of the senior leaders has successfully developed the capacity for further improvement. Middle leaders are involved in monitoring the quality of teaching and use of assessment within their own areas. However, they have not yet

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analysed the resulting information sufficiently to arrive at a unified approach in setting whole-school priorities for improvement. Good governance ensures that the school is held to account for its performance. The school knows itself well and uses the accurate information on its strengths and areas for development, gained from monitoring, to set the right priorities for improvement. This has already had a strong impact on moving the school from mainly satisfactory at the last inspection to good. The school has a good capacity for sustained improvement.

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

- Raise the quality of teaching and learning further by:
  - making more rigorous use of assessment to inform planning and cater for the full range of learning needs in lessons
  - always breaking tasks down into smaller achievable yet challenging steps for lower-attaining pupils
  - extending the learning of higher-attaining pupils through the use of more challenging questions during whole-class teaching.
- Ensure that middle leaders develop further capacity for school improvement by:
  - implementing a unified approach to school improvement that will have an impact on standards throughout the school.

**Outcomes for individuals and groups of pupils****2**

Attainment on entry varies considerably from year to year, given the small size of groups of children entering the school. Attainment on entry in 2010 was below the levels expected for children of a similar age and by the end of Reception children had made outstanding progress. This year pupils are making good progress throughout the school and attainment is broadly average in the older year groups. Achievement has improved significantly from satisfactory at the time of the last inspection. Pupils with special educational needs and/or disabilities and the few who are at an early stage of learning English make good and sometimes outstanding progress towards their individual targets. This is often due to one-to-one tuition which rapidly accelerates their learning in a very short space of time. In lessons, pupils focus, try their best and greatly enjoy their activities. During the inspection, older pupils took part in an archaeological dig and carefully recovered and accurately identified Egyptian artefacts. Following their visit to the circus, the youngest pupils made circus tents, placing exotic toy animals inside, sharing their ideas with great enthusiasm.

Pupils say they feel safe and this is reflected in very few incidents of bullying, which are dealt with very effectively, and the lack of exclusions. They know how to stay healthy, exercising vigorously in school and in after-school clubs and choosing healthy food at lunchtime. Pupils make a good contribution as active members of the school council, where they worked hard in achieving the Eco Schools Green Flag. Pupils are also working towards the Unicef Rights Respecting Award. Pupils ensure that the school is becoming more environmentally sustainable. They contribute to

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local, national and global charities and have raised funds for temporary housing in Japan while considering the effects of the tsunami on the social and economic well-being of its people. Pupils’ good spiritual, moral and social development is seen in their much-improved confidence, consistently good behaviour and excellent relationships with others. They also have a good understanding and appreciation of diversity through their links with a school in Sri Lanka and in considering topics such as the life and work of Nelson Mandela. Pupils’ good achievement, together with their above average attendance, ensures they are well prepared for the next stage of their lives.

*These are the grades for pupils’ outcomes*

<b>Pupils’ achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils’ attainment <sup>1</sup>	3
The quality of pupils’ learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils’ behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils’ attendance <sup>1</sup>	2
<b>The extent of pupils’ spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Teachers typically challenge pupils’ learning through thoughtful questioning. In a lesson about volcanoes with younger pupils, the teacher asked pupils to give examples of the sentence they composed, showing their use of adjectives and adverbs in re-telling the story of the impact of the erupting volcano on the people of Pompeii. Occasionally such opportunities to extend the learning of more-able pupils are missed. Teachers maintain excellent relationships with their pupils, who listen, show respect and follow instructions. Their good subject knowledge ensures pupils acquire new learning quickly. Teachers’ good use of well-chosen practical activities and resources stimulates pupils’ curiosity and enjoyment of learning. Good use is made of assessment to match tasks closely to the different learning needs of pupils but on a very few occasions, tasks are set for pupils with low prior attainment which they do not fully understand. The quality of marking is good and this enables pupils

<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

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to know how to improve their work. Pupils know their targets for literacy and numeracy, and what they must do to meet or exceed them.

The implementation of the new International Primary Curriculum ensures that a broad range of subjects are taught through practical experiences and in an international context. It is highly relevant to pupils’ learning and has a positive impact on learning and personal development. For example, topics on Fair Trade led to strong partnerships with a local supermarket chain which resulted in selling fair trade produce in school to raise money for disaster relief. The strong emphasis on literacy, numeracy and skills in information and communication technology is extended across topic work and has resulted in good progress in these areas.

Excellent partnerships with the federated school and a local special school have enabled learning opportunities to be extended through the shared use of resources. Outstanding arrangements ensure a very smooth entry to school and transition to secondary school, enabling pupils to settle in quickly. Consistently good support from well-trained teaching assistants and excellent links with outside professionals support pupils with special educational needs and/or disabilities and those at an early stage of learning English. Rigorous and highly effective procedures for monitoring and promoting good attendance have had a strong impact on attendance levels.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

All staff share the same vision for improvement. Middle leaders share the same drive and ambition for improvement as the senior leaders, but have yet to form a consistent approach as a team in setting clear whole-school priorities for improvement. Discrimination is not tolerated, and a thorough approach to equality of opportunity ensures that groups such as pupils with special educational needs and/or disabilities, and also those who fall behind as a result of entering the school partway through the year or in different year groups, have full access to the curriculum and achieve at least as well as their classmates.

The governing body supports the work of the school and is effective in holding it to account for its work through regular monitoring. It consults parents and carers and pupils regularly, taking their views into consideration. The school promotes safeguarding well through its strong focus on promoting safety within the curriculum, its high levels of staff supervision, thorough vetting procedures for staff and visitors,

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and ensuring tight security of the premises and accommodation. Good attendance at regular parental consultation evenings, open afternoons, curriculum evenings and curriculum workshops reflect good links with parents and carers.

The school promotes community cohesion well locally, nationally and internationally by, for example, sharing expertise with local schools and forging links with a school in Sri Lanka. The strong international dimension of the curriculum promotes the global dimension well. The school recognises that it does not yet provide enough opportunities for pupils to fully appreciate the diversity of communities within our inner cities. The school provides good value for money in using its resources well to raise achievement and ensuring pupils make good progress in learning and personal development throughout the school.

*These are the grades for leadership and management*

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

## Early Years Foundation Stage

Children settle into their routines quickly and make good progress in learning. They quickly close the gaps in their literacy and social skills. This is a result of a rich variety of teaching and learning experiences and strong teamwork with teaching assistants. As a result, children develop key skills of listening, concentrating, persistence and learning to work and co-operate with others. The much-improved outdoor learning environment enables children to make free choices in using a wide variety of equipment and resources in learning through structured play. A good balance between adult-directed and child-initiated activities, and also between the indoor and outdoor learning environments, helps children to achieve their goals in each area of learning. Assessments are thorough and shared regularly with parents and carers. Good leadership has ensured that children are cared for exceptionally well, and that all welfare and learning requirements are met. There has been good

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improvement in resources and in raising achievement since the last inspection.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
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 of the Early Years Foundation Stage	2

## Views of parents and carers

Almost all parents and carers expressed positive views in the relatively low rate of completed questionnaire returns. Parents and carers strongly believe that the school keeps them informed about their children’s progress and helps them to support their children’s learning, and they are happy with their children’s experience of school. A few raised concerns, related mainly to their children’s enjoyment of school, the children’s progress in learning, and the school taking account of the views of parents and carers. These concerns were discussed with the school. The inspection found that nearly all children thoroughly enjoyed school and were making good progress, and that the school provides good opportunities to follow up parental suggestions.

### Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Gosberton Community Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 27 completed questionnaires by the end of the on-site inspection. In total, there are 105 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	17	63	5	19	2	7		
The school keeps my child safe	17	63	7	26	1	4	0	0
The school informs me about my child’s progress	15	56	10	37	0	0	0	0
My child is making enough progress at this school	16	59	7	26	2	7	0	0
The teaching is good at this school	16	59	8	30	1	4	0	0
The school helps me to support my child’s learning	18	67	6	22	0	0	1	4
The school helps my child to have a healthy lifestyle	17	63	6	22	1	4	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	17	63	6	22	1	4	0	0
The school meets my child’s particular needs	17	63	7	26	1	4	0	0
The school deals effectively with unacceptable behaviour	11	41	10	37	1	4	1	4
The school takes account of my suggestions and concerns	10	37	11	41	2	7	0	0
The school is led and managed effectively	15	56	7	26	1	4	1	4
Overall, I am happy with my child’s experience at this school	19	70	4	15	0	0	1	4

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### 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.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
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.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 8 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
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.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



28 September 2011

Dear Pupils

**Inspection of Gosberton Community Primary School, Gosberton, PE11 4NW**

Thank you for making us feel so welcome when we visited your school recently. We were impressed with your good behaviour and how well you were learning in lessons. We could see the good progress you were making as a result of good teaching and how your attendance has improved so much. You told us you go to a good school and you are right. I was most impressed by how thoughtful you were in assembly when you were considering the effects of discrimination on people. All staff provide outstanding care and guidance for you so that you settle into school quickly and feel safe at all times. Teachers have good knowledge about how well you are doing and make good use of this to provide you with exciting learning activities. I enjoyed watching how well you participate in them.

Your school is well managed and your governors provide good support. I have asked the school to do two things to make it even better:

- make sure that work in lessons is always set at the right level, so that those of you who learn quickly are always given harder questions to answer, while those of you who find learning difficult have work which you can do
- make sure that teachers who are in charge of different subjects use the information they have gathered about how well you are doing to make further improvements.

You can help by continuing to do your best. Thank you once again for sharing your views with us.

Yours sincerely

Declan McCarthy  
Lead inspector

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