



# Gosberton Community Primary School

Inspection Report

**Unique Reference Number** 120411  
**LEA** LINCOLNSHIRE LEA  
**Inspection number** 280809  
**Inspection dates** 21 November 2005 to 22 November 2005  
**Reporting inspector** Mr. Martin Newell LI

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

<b>Type of school</b>	Primary	<b>School address</b>	High Street
<b>School category</b>	Community		PE11 4NW
<b>Age range of pupils</b>	4 to 11		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01775840414
<b>Number on roll</b>	143	<b>Fax number</b>	01775840414
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs. Janet Wright (Acting Chair of Governors)
<b>Date of previous inspection</b>	25 September 2000	<b>Headteacher</b>	Mrs. Carol Clare

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 21 November 2005 - 22 November 2005	<b>Inspection number</b> 280809
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## Introduction

The inspection was carried out by an Additional Inspector.

## Description of the school

This is a smaller than average sized primary school. Most of the pupils live close to the school and some year groups have a relatively high level of pupil mobility. Children's knowledge, skills and understanding on starting school are below average. The proportion of pupils entitled to free school meals is similar to the national average. The school has an above average proportion of pupils with learning difficulties and the proportion of pupils with a Statement of Special Educational Need is higher than found in most schools. A very small minority of pupils are from differing minority ethnic backgrounds but none is at an early stage of acquiring English.

## Key for inspection grades

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

## **Overall effectiveness of the school**

### **Grade: 3**

This is a satisfactory school that is improving well under the very strong and effective leadership of the headteacher. The capacity for continued improvement is good. The headteacher has quickly and accurately identified what is needed to move the school forward. She is well supported by the recently formed senior management team. Pupils are eager to point out how they feel that the school has improved and most parents speak well of the school. Improvement since the last inspection has been satisfactory overall but gained far greater momentum since the appointment of the current headteacher. The school provides satisfactory value for money. Children start at the school with skills and knowledge that are below the expected level. Children make good progress and achieve well in the Foundation Stage. Standards when pupils leave the school are often above average, although standards for the current Year 6 pupils are average and there is a need to improve writing standards across the school. Whilst data indicates good overall progress, achievement and progress are very good for some Year 5 and all Year 6 pupils. However, the achievement of the more able Year 2 pupils, in particular, is not good enough. Teaching and learning are satisfactory overall with some notable strengths but there are times when teaching is not challenging enough. Although improving well, assessment across the school is not yet good enough. This together with the role played by subject leaders in checking the quality of teaching and learning are areas that the school is addressing. There are strengths in other areas of school life. For example, the behaviour, attitudes and personal development of the pupils, enrichment opportunities and how well pupils are cared for are all good.

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

- Ensure that teaching provides consistent challenge for the more able pupils in Year 2 in particular.
- Improve writing standards by making sure that writing skills are systematically taught and capitalise on opportunities for pupils to write in different subjects.
- Make the best use of assessment information to track pupils' progress, set challenging targets and make pupils aware of what they need to do to improve.
- Ensure that subject leaders establish a robust role in checking on the quality of teaching and learning.

## **Achievement and standards**

### **Grade: 2**

Children's knowledge, skills and understanding are below the expected level when they start school. By the time that pupils leave school standards are at least at an average level and are at times above average. Children make good progress and achieve well in the Foundation Stage. By the end of the reception year, many are close to reaching expected levels of attainment but a minority are not. Standards in reading, writing and mathematics for Year 2 pupils improved in 2004 and were close to the national average. Standards dropped in 2005 to below average and inspection evidence indicates a similar picture for the current Year 2 pupils. Whilst both these groups of

pupils had a relatively high percentage of pupils with learning difficulties, the more able Year 2 pupils are not achieving as well as they could because not enough is expected of them. The achievement of other pupils in Years 1 and 2 is satisfactory. National test results for Year 6 pupils show that attainment is often above the national average in English, mathematics and science. The overall achievement of pupils between Years 3 and 6 is good. The achievement of pupils in Year 3 and 4 is satisfactory. It is very good and at times outstanding for the pupils in the Year 5/6 class where the progress they make accelerates greatly. Standards for the current Year 6 pupils are average which reflects the large percentage of pupils with learning difficulties. However, writing standards across the school are not yet good enough. Standards in information and communication technology are average by the time that pupils leave school and achievement is never less than satisfactory. Pupils with learning difficulties across the school and the very small percentage of pupils from different minority ethnic backgrounds achieve as well as their classmates.

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

### **Grade: 2**

Pupils' personal development and well-being are good. Their behaviour is good. Pupils are polite and courteous and have a ready smile for visitors. Pupils enjoy lessons and are keen to learn when teaching captures their interest. They do not see bullying as an issue and always feel that there is someone to turn to if they have any problems. Pupils' enjoyment of school is reflected in attendance rates, which have improved well over the last academic year and are now similar to the picture nationally. Pupils' awareness of the importance of keeping fit and healthy is good. The pupils make a good contribution to school life through the school council, organising fund raising events, running litter patrols, acting as playground buddies and carrying out a wide range of jobs around the school with a high level of maturity. Pupils' enterprise skills are developed well. Discussions with pupils show that they genuinely feel that their voices are listened to and they feel that they have helped to make the school a better place. Pupils' spiritual, moral, social development is good overall. Opportunities are provided for pupils to reflect on the world around them. Strong provision is made to ensure that pupils work well together, look out for one another and recognise how their actions can impact on others. The school works hard at raising pupils' knowledge of different cultures and traditions and is keen to develop this further.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory overall, with some notable strengths in the Foundation Stage and in the Year 5/6 class. In the Foundation Stage, children have a good range of exciting learning activities. Children are encouraged to be independent and to find things out for themselves as well as being taught early in reading, writing and mathematical skills well. Teaching is particularly good for the oldest pupils in

school because it is challenging and expects a lot from all abilities. The work that is set for the more able Year 2 pupils in the Year2/3 class is too easy and they are not achieving as well as they could. Their work indicates that, at times, teaching and learning are unsatisfactory. Teaching elsewhere in school is satisfactory, although writing skills are not always taught as well as they could be. Teaching assistants play a valuable and valued role in supporting pupils' learning although at times they are not always deployed as effectively as they could be. Assessment has improved and is currently satisfactory. The headteacher has introduced good procedures for assessing and tracking pupils' progress and for setting challenging targets for individual pupils in key subjects. However, there is still work to be done to ensure that the information is used to best effect to make sure that all pupils make the progress of which they are capable. The marking of pupils' work is satisfactory, although at times does not always make clear what pupils need to do to improve. Assessment in the Foundation Stage and for pupils with learning difficulties is good

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is satisfactory with some good features. The school places a good emphasis on the development of pupils' literacy, numeracy and computer skills. However, the school has recognised the need to ensure that teachers plan more opportunities to develop pupils' writing and computer skills in different subjects. The school has recently reviewed its curriculum to make more meaningful links between subjects. Although there is still work to be done, early evidence suggests it is proving successful. The school provides a wide and varied range of clubs and activities before school, at lunchtime and after school. These, together with the visits, visitors and residential trips, all help to bring learning to life. The school makes good provision for pupils' personal, social and health education and the curriculum for children in the Foundation Stage is good. The provision made for pupils with learning difficulties and for the small minority of pupils from different minority ethnic backgrounds is generally good. The weaker aspect is that the provision made for more able pupils is not consistently good enough.

## **Care, guidance and support**

### **Grade: 3**

Care, guidance and support for pupils are satisfactory overall with some good aspects. The care and welfare of all pupils has a high priority. Staff know pupils very well and are quick to pick up on any concerns that they have. Child protection procedures are good and are known and adhered to by all staff. The arrangements to settle in new children are also good. There is a strong emphasis on pupils' safety and well being in all activities. This encourages pupils to support and care for one another effectively. The school has forged strong links with outside agencies and outside help for pupils is always on hand if needed. The school values and respects the views of pupils as well as giving them good guidance on how to follow a healthy lifestyle. However, systems

for supporting and guiding pupils' academic development have only recently been introduced and are not yet fully impacting on pupils' achievement.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory overall, with particularly good leadership and management by the headteacher. Since her appointment just over 14 months ago she has played a pivotal role in improving the school, though her new initiatives have not yet had a major impact on standards and achievement. She very quickly identified areas of weakness and set about tackling them in a most rigorous and professional manner. The headteacher recognises that there is still much work to be done but the capacity for continued improvement remains strong. There is a good team spirit in school which is epitomised in the supportive senior management team who share the headteacher's desire to improve the school. The school has rightly identified the need for subject leaders to play a more robust role in checking on the quality of teaching and learning and addressing weaknesses and this role is now developing well. The strength of the headteacher's leadership is reflected in the quality of the school's self-evaluation. It is honest, frank and accurate. It closely aligns with the inspection findings and centres on raising standards and improving teaching and pupils' achievement. The school also wants to strengthen links with parents so that they gain a better awareness of how well the school is improving. The school works hard to include all pupils in all aspects of school life. Governance of the school is satisfactory. Governors are both supportive and challenging of the work of the school and are working on initiatives to improve their awareness of the school's strengths and weaknesses. The school makes good use of all its available resources to help it achieve satisfactory value for money.

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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>	<b>School Overall</b>	<b>16-19</b>
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### 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>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	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	2	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>	3	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	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	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	2	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**

Following my visit I would like to let you know what I found out about your school. But before I do I would like to say a big thank you for making me feel welcome, for being so polite and for always greeting me with a smiling face. I told your teachers how well behaved and polite you were and they are very proud of you! I had a chance to talk to lots of you. It was good to hear that you feel that there is someone to talk to if you have any worries and that bullying is not a problem at your school. It was also great to hear about the ways in which you think that the school is improving. I know that many of you enjoy school. I have talked to your headteacher and other staff about ways of making Gosberton an even better place. I have asked your teachers to spend more time teaching you how to improve your writing skills and to make sure that work is a bit harder for those pupils that are finding it too easy. Teachers have started to check more closely on the progress that you are making and to see if learning is good fun. I think that these are good ideas and so teachers are going to do these tasks more often. All the staff at school want you to do well and they, together with your headteacher, will continue to do all they can to help Gosberton School continue to go from strength to strength. I know that you will play your part as well! I wish you every success in your futures. It was a pleasure to meet you all.