

Gosberton Community Primary School

Inspection report

Unique Reference Number	120411
Local Authority	Lincolnshire
Inspection number	327276
Inspection dates	25–26 March 2009
Reporting inspector	Patricia Cox

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	130
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Alan Stacey
Headteacher	Mrs Carol Clare
Date of previous school inspection	21 November 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	High Street Gosberton Spalding Lincolnshire PE11 4NW

Age group	4–11
Inspection dates	25–26 March 2009
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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

Almost all of the pupils in this small school are from White British backgrounds. The proportion identified with learning difficulties is slightly above average. The proportion claiming free school meals is below average. Attainment on entry to the Early Years Foundation Stage is similar to that expected for children of this age. All year groups, including the Early Years Foundation Stage, are taught in mixed-aged classes. A much higher proportion of pupils than average leave or join during their school career. Some of those who join come from Eastern Europe, often with little or no English.

The present headteacher was seconded to lead another school in January 2007. In September of that year, the two schools were federated under her leadership, as executive headteacher, but with separate governing bodies. During this time, the school experienced a considerable turnover of staff and particular difficulties in attracting and retaining teaching staff. At the time of the inspection, two of the five class teachers were newly qualified. There are breakfast and after-school clubs, not run by the governing body, which run in term-time only.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Gosberton Primary School provides its pupils with a satisfactory education and takes good care of their pastoral needs. During the period of instability the school went through, pupils' progress slowed. Standards fell and some pupils, particularly the more able, did not achieve their best. Leadership and management are satisfactory. The headteacher and deputy headteacher lead and manage the school well and have an accurate view of its effectiveness. With the support of the partner school, Gosberton is now on an even keel and is soundly placed to improve further. There has been satisfactory improvement since the last inspection, and this has accelerated in recent months. Planning for improvement is well focused on rapidly bringing about the necessary developments and action taken is showing an increasingly positive impact. A good base of assessments has been built up to track pupils' progress in English, mathematics and science. Subject leaders are developing their role but do not take sufficient responsibility for, standards in their areas. The school has a good understanding of its community, and its place in it, and has made a good contribution to its cohesion. Most parents appreciate what the school offers, although there is some concern about the turnover of staff and in turn their children's progress.

Standards at the end of Years 2 and 6 are below average, and there remains some legacy of underachievement in the school. Nevertheless, pupils are now making satisfactory progress from their varied starting points, as do children in the Early Years Foundation Stage, and achievement is satisfactory overall. Those who need additional support with their learning achieve well because of the good support they receive and pupils who are at an early stage in learning English develop their skills soundly. More rapid progress has been brought about by careful attention to improving the quality of teaching. It is satisfactory overall and is good in Year 6, where pupils make the most progress. Nevertheless, there are inconsistencies, particularly in the use of assessment to plan for the wide range of age and ability in each class. Pupils have targets in English and mathematics but many cannot recall them. Teachers do not involve pupils enough in checking their progress towards their targets. Teaching is supported by an adequate curriculum, although some subjects receive a limited time, narrowing pupils' experience. There is growing use and development of literacy and numeracy skills in other subjects, but this is at an early stage. There are well-advanced plans to develop and enhance the curriculum further.

Pupils' physical and emotional needs have high priority. They respond by behaving well and taking good care of each other. They report that there is no bullying and are certain that, if there were any, it would be dealt with immediately. Their spiritual, moral, social and cultural development is satisfactory, with strengths in their moral and social development. Pupils are satisfactory learners but are not sufficiently independent, often being over-reliant on adults. The school is a calm and orderly place, with well understood routines and pupils move around sensibly. They enjoy the good range of activities outside the school day but some say that they wish that lessons were more exciting.

Effectiveness of the Early Years Foundation Stage

Grade: 3

At the time of the inspection, the Reception aged children were taught by a teacher from the partner school, who has provided significant support in ensuring that the provision is adequate and that leadership and management of the Early Years Foundation Stage are satisfactory. The school has made effective arrangements to ensure that children are taught for at least part of

the day as a year group, in order for the teacher to plan specifically for them. Planning is detailed and thorough and demonstrates that there is suitable coverage of the curriculum. The expertise of the partner school has been used well to provide interesting and well organised indoor and outside environments for the children. The school takes good care of children's welfare and safety, and all arrangements are in place to ensure their well-being. Teaching observed was good; the activities provided for children were challenging and interesting, many devised to link with the topic being explored. There were good opportunities for children to choose their own activities independently and a good balance between these and activities directed by adults. However, it is evident that the teaching is usually satisfactory. Children make adequate progress and their attainment is average by the time they leave. Most behave well and they settle into the routines quickly. Many cooperate well with each other, although some find it difficult to concentrate for any length of time.

What the school should do to improve further

- Build on the work already started to improve the standard of teaching, and particularly the use of assessment to match work to pupils' age and ability, in order to raise standards throughout the school.
- Develop further the role of subject leaders so that they take responsibility for improving achievement in their areas.
- Improve the target-setting procedures so that pupils have a thorough knowledge of how they can improve and are fully involved in assessing their progress.
- Implement the plans to develop the curriculum so that it will broaden pupils' experience, use and extend key skills in all subjects and meet statutory time requirements.

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

The results of the Year 2 assessments and the national tests for Year 6 have been variable over the years, because of the small number of pupils involved. The Year 2 assessments have usually been below average, as they were in 2008, particularly in writing. Standards at present are below those expected for their age, but the school's assessments demonstrate that attainment is rising in writing. Year 6 test results were average or above until 2006, when they fell and have been below average overall since, although standards in mathematics in 2008 were close to the national average. In the assessments in both Years 2 and 6, the proportion reaching the higher levels has been below average. The picture that emerges is that progress and achievement overall are satisfactory across the school with good progress being made by Year 6 pupils. The good support provided for pupils in school who find learning more difficult enables them to achieve well. The progress of pupils who are at an early stage of acquiring English is satisfactory.

Personal development and well-being

Grade: 3

Pupils are polite, welcoming and behave well; they respect others and their possessions. Lunchtimes are calm, social occasions. Pupils have a strong sense of justice and fairness. They know how to stay safe and most behave thoughtfully, with consideration. The school has almost achieved the Healthy Schools award, and regularly teaches pupils about what constitutes a

healthy lifestyle, but they do not always make healthy choices. Attendance is satisfactory and punctuality is good. Pupils work together well in groups or pairs, cooperating and taking turns well. They mainly enjoy school, especially when the teaching is interesting. On these occasions, they are eager to take part, and concentrate extremely well. However, they are not wholly enthusiastic, and often do not volunteer to answer questions in class. Occasionally, their concentration wanders. The school is working well to extend pupils' rather limited view of the multicultural society and the wider world. The older pupils have a range of responsibilities which they carry out diligently, but these are not extensive. The school council is keen to carry out its duties but its role is rather limited at present. Pupils' personal development and satisfactory achievement prepare them soundly for the next stage of education and their future lives.

Quality of provision

Teaching and learning

Grade: 3

Teachers plan their lessons carefully, and usually have a clear understanding of what they want pupils to learn. They share these aims with pupils and often refer back to them during the lesson so that these are kept in pupils' minds. Teachers also identify for them how they could demonstrate success in reaching these aims. There are good relationships in classrooms and some good subject knowledge. Teaching assistants give valuable support to the pupils they work with, particularly those who need extra help with their work or who are learning English. The best teaching is vibrant and energetic, enthusing pupils and involving them in the lesson, using a wide range of resources and methods, including role play. In this way, learning is brought to life. In these lessons, the teacher ensures work is planned carefully to meet the needs of the whole range of age and aptitude so that pupils build rapidly on what they already know. Activities challenge and interest them. However, these features of good practice are not consistent enough throughout the school, and neither is marking. There are some examples of written feedback that helps pupils to see how well they have done and what they need to do next, but this is not common. The final part of the lesson is sometimes used appropriately to consolidate what pupils have learnt and to prepare them for the next step.

Curriculum and other activities

Grade: 3

The school has put an appropriate emphasis recently on raising standards in English and mathematics. There has been a growing use of literacy and, sometimes, numeracy skills across other subjects but this is more apparent and effective in some classes than others. The school provides good enrichment activities, such as the residential visit to France and the visiting artist brought in to work with pupils. However, the school week for Key Stage 2 is over an hour short of the time recommended, further restricting pupils' experience, and some of the time during the day is not used as efficiently as it could be.

Care, guidance and support

Grade: 3

Good pastoral care helps pupils feel safe and know that there is always someone they can go to if they are hurt or upset. Procedures for keeping them safe meet government requirements. Child protection and first aid measures are rigorous and thorough risk assessments are carried out. The school pays close attention to ensuring that pupils are safe when using the internet.

There are good strategies for supporting the pupils who need help with their learning or who are learning English and there are good links with outside support agencies. However, the school is at an early stage in identifying and supporting the most able pupils. Academic guidance is satisfactory, although pupils' understanding of the level at which they are working and whether they are making enough progress is not yet secure.

Leadership and management

Grade: 3

The headteacher and deputy headteacher have a clear vision for the school and good understanding of how this can be achieved. Challenging targets are set for pupils and classes and there are thorough arrangements to check progress towards them. The federation has been used very well to support and develop teaching and provision and this partnership is bearing fruit. Subject leaders are beginning to develop their skills by scrutinising work, checking planning and observing lessons in their subjects. However, their role is not yet having sufficient impact on raising standards and achievement. The school knows its community well and works closely with local churches and other institutions; it has made a particularly good contribution by helping families from Eastern Europe to become integrated. Developing links, for example with a visiting Slovakian teacher and a school in Sri Lanka are extending pupils' global awareness and their understanding of their global responsibilities. Governors fulfil their responsibilities satisfactorily and are becoming more involved in the life and work of the school.

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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?	2
The capacity to make any necessary improvements	3

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	3
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

Achievement and standards

How well do learners achieve?	3
The standards ¹ 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/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

How good are 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	3
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	3
The attendance of learners	3
The behaviour of learners	2
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 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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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 eliminated	3
How well does the school contribute to community cohesion?	2
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

27 March 2009

Dear Children

Inspection of Gosberton Primary School, Spalding, PE11 4NW.

Thank you very much for the way you welcomed me to your school when I visited this week. Thank you especially to the Year 6 children, the school council and the girls I sat with at lunchtime. I enjoyed our conversations very much. I thought you'd like to know what I found out about your school.

You behave well and are good at looking after yourselves and other children. You make satisfactory progress but you could do better, so I've asked your teachers to make sure that the work they give you is at just the right level for you. You told me that some of the work was too easy and you were right.

Mrs Clare knows what needs to be done to make the school better. She is working hard to make sure this happens. Your teachers work hard to plan the work for you but you said it could be a bit more exciting. Therefore, they will be trying to make the activities more interesting for you, maybe by doing more of the topics that you are so interested in. The teachers who are in charge of subjects will be making sure that they know how well you are doing so that they can help you to do your very best.

You have targets for your work and they are very useful for you to see whether you are learning the things you need to know. However, you do not know them well enough and it would help you more if you knew what you have to do to reach your target. So, the teachers will be helping to explain them to you so that you can also decide whether you are doing well enough.

You can help by working as hard as you can, learning your targets, answering your teacher's questions and paying attention all the time.

Thank you once again - it was a pleasure to meet you and to see how well behaved and thoughtful you were in assembly.

Pat Cox

Lead inspector