Inspection of Gedney Drove End Primary School

Main Road, Gedney Drove End, Spalding, Lincolnshire PE12 9PD

Inspection dates:	4 and 5 March 2025
The quality of education	**Good**
Behaviour and attitudes	**Good**
Personal development	**Good**
Leadership and management	**Good**
Previous inspection grade	Requires improvement

What is it like to attend this school?

Pupils enjoy attending this caring and welcoming school. The school has high expectations of what pupils can achieve. Most pupils progress well through the curriculum and produce high-quality work. In lessons, most pupils have excellent attitudes to learning. They concentrate well on learning activities. Pupils are proud to get 'Gedney' reward points for demonstrating the school's values.

The school is calm and orderly. It has established clear learning routines that pupils understand and follow. Pupils show respect to each other and to staff. At playtime and lunchtime, pupils enjoy socialising and playing games together. Older pupils happily help younger pupils to take part in these. Pupils are safe in school. They know that there are adults in school they can talk to if they are worried about anything.

Pupils enjoy taking on responsibilities that develop their leadership skills and character. For example, they are proud to be librarians, house captains, playground ambassadors, junior attendance champions and school councillors. The school has enhanced the curriculum through trips to local places of interest. Pupils take part in clubs that develop their interests. They enjoy attending gardening club, choir, film club and a range of sports activities.

What does the school do well and what does it need to do better?

The school has constructed an ambitious and broad curriculum for pupils. It has detailed the key knowledge and vocabulary that pupils should learn and when. This supports teachers in delivering a curriculum that builds on pupils' prior learning. By the end of key stage 2, most pupils achieve well.

Teachers have secure subject knowledge. They explain new learning clearly to pupils and check pupils' understanding well. Teachers provide feedback that helps pupils to improve their work. Teachers identify and address any misconceptions or gaps in pupils' learning. At times, and in some subjects, pupils are given activities which do not align well with the intended curriculum aims. This affects how well some pupils learn the most important subject content. As a result, some pupils do not learn as well as they could in some subjects.

The school ensures that pupils build their reading, writing and mathematics knowledge securely over time. Pupils benefit from well-considered opportunities to practise reading and multiplication tables. They particularly like their morning registration sessions where they get the chance to sharpen their knowledge and build their fluency.

The school is passionate that pupils develop the skills and knowledge they need to read fluently. Well-trained staff teach phonics from the early years up. Reading books are matched carefully to the sounds pupils know. This helps pupils to develop confidence and fluency in reading. The school ensures that any pupils who fall behind are identified quickly. They get effective, additional support. Throughout the school pupils have reading

lessons and story times that help them to develop their reading skills and a love of reading.

The school accurately and swiftly identifies any additional needs that pupils may have. Staff get clear information about how to meet the needs of pupils with special educational needs and/or disabilities (SEND). They use this information well to adapt their teaching so that these pupils can access the curriculum and achieve well. Pupils with more complex needs get well-thought-out and effective support so that they meet their individual targets.

The school has high expectations of pupils' conduct and has established a clear set of expectations for pupils' behaviour. Pupils understand and follow these expectations. The school supports pupils who need to improve their attendance. As a result, most pupils attend school regularly.

There is a well-planned programme for pupils' personal development. Pupils learn about healthy lifestyles and relationships, how to stay safe online, and different world religions and cultures. They have a detailed understanding of fundamental British values and equality. Pupils learn to value diversity. They know how to treat others respectfully and fairly, however different they may be. Pupils are well prepared for their next steps.

The school is well-led and managed. Staff are proud to work at the school. They feel well supported by school leaders. Those responsible for governance provide effective challenge and support. They fulfil their statutory duties well.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Sometimes, in some subjects, pupils are given activities to complete which do not help them to learn the intended curriculum content as well as they could. This affects how well some pupils build up their knowledge in these subjects. Where this is the case, the school should ensure that learning tasks are well matched to the intended learning set out in the school's curriculum.

How can I feed back my views?

You can use Ofsted Parent View to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further guidance on how to complain about a school.

Further information

You can search for published performance information about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the definition of children in need of help and protection; pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's pupil premium funding (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	120410
Local authority	Lincolnshire
Inspection number	10347423
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	37
Appropriate authority	The governing body
Chair of governing body	Justine Sands
Headteacher	Karyn Herd (executive headteacher)
Website	www.griffinfederation.co.uk
Dates of previous inspection	24 and 25 May 2022, under section 5 of the Education Act 2005

Information about this school

- The school does not use alternative provision.
- The school is part of The Griffin Federation. This is made up of three schools led by the executive headteacher.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.

- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors spoke to the executive headteacher, the assistant executive headteacher and the head of school.
- The lead inspector met with members of the governing body, including the chair.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work.
- Inspectors also discussed the curriculum, visited lessons and looked at samples of pupils' work in some other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors considered the responses to Ofsted's staff and pupil surveys and Ofsted Parent View, including the free-text responses.
- The inspectors spoke with pupils and observed pupils' behaviour during lessons and at social times.

Inspection team

Paul Halcro, lead inspector	His Majesty's Inspector
Tom Hawkins	Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at http://reports.ofsted.gov.uk/.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: http://eepurl.com/iTrDn.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025