

Gainsborough Benjamin Adlard Community School

Inspection report

Unique Reference Number	120510
Local Authority	Lincolnshire
Inspection number	358777
Inspection dates	11–12 November 2010
Reporting inspector	Glynn Storer

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	193
Appropriate authority	The governing body
Chair	Alan Gudge
Headteacher	Bernadette Glabus
Date of previous school inspection	6 June 2008
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Introduction

This inspection was carried out by three additional inspectors. They observed 12 lessons and, in doing so, saw all of the teachers who were teaching during the inspection. They held meetings with the headteacher, staff, governors and pupils. They spoke informally to parents and considered the views of parents and carers expressed in the 17 questionnaires that were returned. They observed the school's work, and looked at the school's data on pupils' performance, curriculum and lesson planning, safeguarding documentation and a sample of pupils' completed work.

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

- Whether the Early Years Foundation Stage provision is giving children a good start to their education.
- The current attainment of pupils in Key Stage 1.
- The current standards and progress of all pupils in Key Stage 2, especially in writing.
- The quality of teaching and its impact on accelerating pupils' progress and eliminating historic underachievement.
- The effectiveness of actions taken by leaders, managers and governors to address the issues raised by the previous inspection and the school's capacity for further improvement.

Information about the school

Benjamin Adlard Community School is smaller than the average primary school. The school has considerably fewer pupils now than it had at the time of its previous inspection. Most pupils come from White British backgrounds. The school has a small number of pupils with minority ethnic heritage, including some members of the local Traveller community. A few pupils speak a language other than English in the home. The proportion of pupils known to be eligible for free school meals is well above the national average, as is the proportion with special educational needs and/or disabilities, including those with a statement of special educational needs. One of the most significant challenges facing the school is the exceptionally high turnover of pupils. In most year groups, up to half of all pupils enter or leave the school at times other than the normal start or end of their primary education. The school has also had a considerable turnover of staff since its last inspection. There is pre-school provision on the school site. This is not managed by the governing body, so is subject to separate inspection arrangements.

The school has gained the following awards: Healthy Schools; International Schools (Intermediate); Eco Schools (Bronze); Film Mark and Activemark.

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?

3

The school's capacity for sustained improvement

2

Main findings

Benjamin Adlard Community School provides a satisfactory education for its pupils. The school's leaders have shown commendable persistence in working to address the many social and educational barriers the school faces. Teacher turnover and absence have been limiting factors in school improvement to date. However, as the school begins to build stability in staffing, the impact of its drive to improve outcomes for all pupils is increasingly evident.

Importantly, standards are rising and pupils' progress is accelerating. The gap between standards in this school and those in schools nationally is narrowing rapidly. Pupils' performance in the classroom shows that their progress is improving. Accelerating progress is evident in pupils of all abilities and from all backgrounds, for example those with Traveller heritage, those with special educational needs and/or disabilities and those who receive the school's nurture group provision. This indicates that equality of opportunity in this school is good. In the current Year 6, standards are broadly average. Standards are rising more quickly in reading and mathematics than in writing. Writing skills are still slow to develop in Key Stage 1 and lower Key Stage 2 and this limits pupils' attainment in writing by the end of Year 6, which remains well below average. Pupils generally have too few opportunities to write at length to reinforce writing skills effectively. They are unaware of specific writing targets or the levels they are expected to attain.

Outcomes in the personal domain are satisfactory. Pupils behave appropriately and so lessons are rarely disrupted by poor behaviour. Pupils' spiritual, moral, social and cultural development is good, although the spiritual element is less well developed.

While teaching is satisfactory overall, pupils' progress is accelerating because an increasing proportion is good or better. Teachers' use of assessment to support pupils' learning is satisfactory. However, teachers do not always give pupils enough guidance on the small steps they need to take in order to improve, be it through marking or in dialogue with them. Furthermore, some activities, especially in Key Stage 1 and lower Key Stage 2, are not well matched to pupils' prior learning. For example, activities intended to ease pupils' transition from Early Years Foundation Stage, sometimes lack purpose and so do little to take learning forward.

Both the curriculum and the quality of the care, guidance and support have improved since the last inspection and are now good. These have been key factors in the drive to improve pupils' learning and achievement and in breaking down the barriers to learning such as poor attendance, fragmented early education, low self-esteem and poor attitudes to learning that many pupils experience. They reflect the school's leaders' success in embedding ambition and driving improvement. The management of teaching and learning is effective because monitoring conducted by the school's leaders is thorough and

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professional development initiatives are leading to improvements in the quality of teaching and learning. The governing body is satisfactory in the way it oversees the work of the school. Newly recruited governors are settling into their monitoring role, but the governing body is not sufficiently involved in school self-evaluation. Nevertheless, improvement to date indicates that the school has a good capacity for sustained improvement in the future.

What does the school need to do to improve further?

- Raise standards in writing by:
 - ensuring that pupils have more opportunities to write at length in all subjects;
 - devising personal writing targets for all pupils and ensuring that they know what they mean and how to attain them.
- Build on improvements in teaching and learning and so increase the proportion that is good or better by:
 - ensuring that all teachers give pupils guidance on the small steps they need to make in order to improve their work;
 - ensuring that all activities are well matched to pupils' prior attainments and have a clearly defined educational purpose.
- Strengthen governors' role in school self-evaluation.
- Up to 40% of schools whose overall effectiveness is judged to be satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

By the time that pupils leave the school, attainment is broadly average. Until recently, attainment at the end of Year 6 was low and pupils throughout school were working at levels that were significantly below those normally expected for their age. This is no longer the case. Attainment improved in 2010 and all pupils made at least satisfactory progress. Evidence from lesson observations, pupils' current work and school tracking information show that the school's ambitious targets for raising attainment to national levels are realistic. Pupils throughout school are settled and attentive. They show interest in their work and make satisfactory efforts to improve. In upper Key Stage 2, pupils respond well to challenging activities that move their thinking forward. Consequently many are already exceeding the expected rates of progress for Years 3 to 6 and well on the way to meeting the targets that have been set for them. The decline in attainment at the end of Key Stage 1 has also been arrested, although standards in reading, writing and mathematics remain below average.

Pupils say that they feel safe in school and they have a good understanding of how to keep themselves and others safe, for example from cyber-bullying. Pupils know what constitutes a healthy lifestyle but do not always act on this understanding. They make a good contribution to the school as a community by acting as school councillors or peer mediators. Pupils say that this initiative has done much to reduce conflict and bullying. Pupils are suitably prepared for the future. Most have positive attitudes to learning. They

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behave well in class, although some are not yet self-regulating when away from the supervision of adults. Attendance has improved over the last three years and, in particular the incidence of persistent absenteeism has reduced. Encouragingly, there are currently no attendance problems in the Early Years Foundation Stage, which gives the school a good base from which to build.

These are the grades for pupils' outcomes

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

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

How effective is the provision?

Satisfactory and improving teaching underpins the school's drive to raise standards. Well-focused staff training has proved effective in eliminating inadequate teaching. Teachers' subject knowledge is stronger than it was and this is improving the teaching of basic skills. Similarly, improved classroom management throughout school creates the conditions under which effective learning takes place. Teaching is consistently good and, at times, outstanding in upper Key Stage 2. High expectations, allied to challenging but engaging tasks, result in good progress on the part of pupils in Years 5 and 6. A strength of teaching is the extent to which teachers and support staff use all they know about pupils to modify activities so that pupils of all abilities are included, can succeed and make progress. This benefits all pupils, but especially those with special educational needs and/or disabilities or those with gaps in their education. However, there are inconsistencies in the extent to which teachers' marking and other advice directs pupils'

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learning and in the effectiveness with which teachers use assessment information to match tasks to pupils' prior learning.

Initiatives such as using film and photography to interest pupils in writing, expanding the use of information and communication technology (ICT) and strengthening the focus on social and emotional dimensions of pupils' learning are now embedded in the school's good curriculum. Because these initiatives are all based on thorough evaluations of pupils' needs, they have become important factors in accelerating progress. Care, guidance and support are also strengths. Effective induction procedures for the constant influx of pupils, nurture provision for the most vulnerable, outreach to the Traveller community and a successful drive to improve attendance are telling examples of how the school breaks down social and educational barriers that so many pupils and their families face.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
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 school's leaders have proved their effectiveness in embedding ambition and driving improvement by the notable success that they have already achieved, despite considerable difficulties caused by staff turnover and absence. The monitoring and evaluation undertaken by both senior and middle leaders has been rigorous. This has enabled them to eliminate inadequate teaching, to accelerate pupils' progress and to significantly improve the curriculum and the quality of care, guidance and support. Even though, in relation to outcomes, the school's effectiveness remains satisfactory, this team shows a good capacity to build further on these improvements in the future. This is because leaders at all levels show clear insight and their planning is well-focused on the school's key priorities. Extensive and effective partnerships with external bodies such as Traveller education service, the social services, local schools, colleges and universities and with police and health professionals, underpin the good promotion of equality of opportunity and the tackling of discrimination. Such partnerships enable the school to engage effectively with many parents who might otherwise be hard to reach. In the context of breaking down barriers, these are essential components that leaders and governors have fostered effectively. The governing body oversees the work of the school satisfactorily, ensuring that safeguarding arrangements meet current requirements, that the school promotes community cohesion satisfactorily and that it provides satisfactory value for money. However, a relatively high turnover of governors and the consequent need to recruit and bring new governors 'up to speed' means that governors do not currently make a strong enough contribution to school self-evaluation.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
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 equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Most children enter the Early Years Foundation Stage with knowledge, understanding and skills that are well below those normally expected of three-year-olds. There is a high turnover of children during this initial phase. But for however long they remain in the Nursery and/or Reception classes, children make good progress because teaching is good and the stimulating learning environment, both indoors and outside, promotes effective learning and development. Staff have established effective routines and systems to ensure that children participate fully in all activities and develop positive attitudes to learning. They make good use of assessments to shape the curriculum in a way that meets children's needs. The use of ICT is well established as an aid to children's learning. The Early Years Foundation Stage leader deploys staff effectively, so that they have the greatest impact. Staff are responsive to the children and quick to recognise and support any child having difficulties. They are less alert to the need to pose additional questions or challenges for the more able. The phase leader is in tune with whole-school priorities and reflects these in developing provision in the Early Years Foundation Stage. Consequently, initiatives such as engaging with parents and carers or promoting regular, punctual attendance begin early and give the school a very good platform on which to build.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

Parents and carers are pleased with the education that their children receive. One commented: 'My son has really enjoyed his education at Benjies - he has grown in confidence (and) is able to respect others, empathise and solve problems'. A small number did not feel that the school dealt effectively with unacceptable behaviour. The inspection team found no evidence to support these concerns during the inspection.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Gainsborough Benjamin Adlard Community 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 17 completed questionnaires by the end of the on-site inspection. In total, there are 193 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	13	76	3	18	1	6	0	0
The school keeps my child safe	12	71	3	18	0	0	2	12
My school informs me about my child's progress	11	65	3	18	3	18	0	0
My child is making enough progress at this school	11	65	5	29	0	0	1	6
The teaching is good at this school	10	59	5	29	2	12	0	0
The school helps me to support my child's learning	9	53	5	29	3	18	0	0
The school helps my child to have a healthy lifestyle	11	65	5	29	1	6	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)	10	59	6	35	0	0	0	0
The school meets my child's particular needs	9	53	6	35	2	12	0	0
The school deals effectively with unacceptable behaviour	9	53	5	29	1	6	2	12
The school takes account of my suggestions and concerns	9	53	6	35	1	6	1	6
The school is led and managed effectively	9	53	6	35	0	0	2	12
Overall, I am happy with my child's experience at this school	11	65	4	24	0	0	2	12

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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



15 November 2010

Dear Pupils

**Inspection of Gainsborough Benjamin Adlard Community School,
Gainsborough, DN21 1DB**

Thank you for your warm welcome when I visited your school with my colleagues on the inspection team. We enjoyed seeing you work and play and were pleased to hear your views when you spoke to us. I particularly enjoyed seeing Year 5 and 6 working out their 'sail making' problems in mathematics. It was challenging stuff and you stuck to the task well and came up with interesting ways to get the answers. My colleague, Mrs Field really liked all the exciting things that Children in Nursery and Reception do. Here are the main things that we found out about your school.

Children in the Early Years Foundation Stage get a good start to their education.

Standards are rising and by the end of Year 6, most of you attain at levels expected for your age.

The school helps pupils of all abilities to succeed and make progress, no matter what difficulties they face.

Teaching has improved and helps many of you to make rapid progress.

The curriculum provides you with lots of interesting and exciting things to do.

The school takes good care of all pupils, especially of anybody who is experiencing difficulties.

The school's leaders, managers and governors have made the school a better place for all of you.

To make the school even better, we have asked its leaders to:

- raise standards in writing by giving you even more opportunities to write and by making sure you all have clear writing targets to aim for
- make sure that teachers tell you exactly how to improve your work and plan activities that are just what you need to make those next steps
- give governors a bigger role in finding out how well the school is doing.

You can help by attending school and continuing to work hard.

Yours sincerely

Glynn Storer
Lead inspector

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