

# Gainsborough Primary School

## Inspection report

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<b>Unique Reference Number</b>	102720
<b>Local Authority</b>	Newham
<b>Inspection number</b>	355246
<b>Inspection dates</b>	3–4 March 2011
<b>Reporting inspector</b>	Sarah McDermott

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>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	369
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Alex Rhys-Jones
<b>Headteacher</b>	Linda Bryan
<b>Date of previous school inspection</b>	26 September 2007
<b>School address</b>	Gainsborough Road London Newham E15 3AF
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## Introduction

This inspection was carried out by three additional inspectors. The team observed 18 lessons taught by 13 teachers. The inspectors held meetings with the headteacher, members of the governing body, staff and groups of pupils. They scrutinised pupils' work and looked at the data the school had collected on pupils' academic progress and attendance. They also looked at the school development plan, investigated procedures for keeping pupils safe and analysed the responses to questionnaires from pupils, staff and 77 parents and carers.

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

- The extent to which different groups of pupils such as boys in Key Stage 1, White British pupils and pupils who speak English as an additional language achieve as well as others.
- The extent to which pupils make sufficient progress in mathematics.
- The consistency of the quality of teaching and learning across different classes.
- The effectiveness of middle managers and subject leaders in tracking the progress of different groups of pupils and successfully addressing any underachievement.
- The effectiveness of leadership and provision in the Early Years Foundation Stage to ensure children make sufficient progress in their learning.

## Information about the school

Gainsborough Primary is larger than most primary schools. The proportion of pupils known to be eligible for free school meals is above average. A very large majority of pupils come from minority ethnic backgrounds, with the largest group from Black African heritage. Nearly three quarters of the pupils speak English as an additional language, with a significant number at early stages of learning the language. The proportion of pupils with special educational needs and/or disabilities is above average. Up to 12 pupils with autism attend a resource base and the remaining pupils have a variety of special needs.

The Early Years Foundation Stage comprises a morning and an afternoon Nursery class and two Reception classes. Amongst other awards, the school has the Healthy School award and Arts Mark. The governing body manages a breakfast club.

**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****3**

## Main findings

Gainsborough is a satisfactory school where pupils behave well and quite rightly feel that they are looked after in a very caring and supportive environment. Staff have a keen awareness of the needs of vulnerable and autistic pupils and work particularly well with external organisations to find just the right support. All pupils are safe and sound because safeguarding procedures are good. One pupil declared, 'Teachers are our parents at school' and a parent commented, 'Teachers are kind and caring.' The school has been working concertedly to involve parents and carers more in their children's learning and this is paying off well. Parents and carers are very supportive of the school and are attending end-of-term events and parent-teacher evenings in ever increasing numbers. Pupils make satisfactory progress from their starting points. Attainment in previous years has been very low, but in 2010 pupils left Year 6 attaining below rather than well below the national averages. Those pupils who arrive at school mid-term with very little English, have careful induction programmes, and soon make similar progress to other pupils. Pupils with special educational needs and/or disabilities, including those with autism, also make satisfactory progress because the good number of teaching assistants gives them special attention appropriately matched to their individual needs. Boys lag behind girls in their achievement. However, teachers are starting to introduce more activities that catch their imagination and have closer relevance to their everyday interests. For example, in a Year 1 mathematics lesson, boys enjoyed using toy cars to devise their own sums.

The school maintains a wealth of assessment data to identify the achievement of different pupils and quickly provide support to any individuals who fall behind. However, teachers are not all consistently making good use of this valuable information to ensure they match work to the needs of individuals in lessons. On occasion, more able pupils do not progress as fast as they could because work is not sufficiently challenging. Many teachers encourage pupils to spark ideas off each other through 'talking partners'. A few encourage pupils to become fully involved in their learning by marking their own and their classmates' work, but this good practice is not consistent across all classes.

The headteacher is held in high esteem by pupils, parents, carers and staff alike. Together, all leaders and managers regularly check the quality of pupils' work and how pupils are progressing in lessons. Nevertheless, too much emphasis is currently placed on whether teachers are following expected routines, rather than concentrating on the quality and effectiveness of the pupils' learning. Currently the headteacher is 'holding the fort' in leading and managing the Early Years Foundation Stage, but is finding this is a heavy time commitment. Staff in the Nursery and Reception classes teach and support the children satisfactorily. However, they are not all routinely using information collected from monitoring the children's progress to organise activities that are sufficiently focused on individual learning needs, particularly in the outside area. The governing body expects the school to perform well and questions any underachievement carefully. Evaluation of the

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school's performance is accurate and translated effectively into a thorough school development plan and sufficiently challenging targets. Since the last inspection, the school has focused successfully on tracking pupils' progress more thoroughly and giving pupils clearer guidance on improving their work. Although some groups are not progressing as quickly as others, a trend of improvement in overall attainment levels demonstrates the school has satisfactory capacity for sustained improvement.

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

- Raise attainment and accelerate progress for all pupils, particularly boys and the higher attaining pupils by:
  - ensuring activities in lessons are well matched to the abilities and interests of different pupils
  - involving pupils more consistently in assessing the quality of their own work and that of other pupils so they feel fully engaged in their learning
  - ensuring leaders and managers concentrate on the quality of learning of different groups of pupils and not just on the technical aspects of teaching when monitoring lessons.
- Improve the effectiveness of the Early Years Foundation Stage by:
  - making sure teachers and teaching assistants track children's progress consistently and make best use of the data to plan for well-matched activities
  - extending the learning to the outdoor areas and providing more stimulating activities to promote learning, particularly for the boys.

## Outcomes for individuals and groups of pupils

**3**

Pupils, whatever their ethnic background, make satisfactory progress in English and mathematics from the beginning of Year 1. White British pupils achieve similarly to Black or minority ethnic pupils. Progress tends to be better in Key Stage 2, especially at the upper end, than in Key Stage 1 because the quality of teaching is stronger in this part of the school. Following exceptionally low attainment in 2009, the school's own data for 2010 indicates that the Year 6 cohort of pupils accelerated their achievement acceptably even though they still reached attainment levels that were below the national average in English and mathematics. (The school did not enter pupils for national tests in 2010.) However, progress is uneven in other classes and the school is aware that more needs to be done to engage boys and challenge the more able pupils. Some groups of pupils with special educational needs and/or disabilities make good progress but progress is not sufficiently smooth for others. For example, autistic pupils make better progress in personal development and communication skills than in mathematics and science.

In lessons, pupils get down to learning promptly. Most pupils collaborate well in pairs and groups and produce an appropriate amount of work by the end of the lesson. When teaching moves along at a brisk pace, pupils respond well. In a good mathematics lesson in Year 2, pupils relished the challenge of the quick-fire doubling and halving competition. The vast majority of pupils are attentive and want to find out more, but in a few classes pupils are not always sufficiently engaged. Rather than contributing to the lesson by offering suggestions and ideas, too many wait to be told what to do. Often the higher

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attainers feel they could do more on their own. Behaviour in lessons is nearly always good and ensures uninterrupted learning. The autistic pupils are welcomed by their classmates and invariably work sensibly with their attached assistants.

Most pupils love coming to school. Attendance has improved and is now in line with national averages, and persistent absenteeism is at lower levels than expected for the school's context. Pupils are polite, courteous and a pleasure to meet. They know how to lead healthy and safe lives. A good number walk sensibly to school and also appreciate the tasty, well-balanced cooking at lunchtime. The school council plays a dynamic role in the life of the school and other pupils take on simple responsibilities. However, pupils are not playing as full part as they could be in being active citizens in their immediate Stratford and West Ham neighbourhoods. Spiritual, moral, social and cultural development is good, bolstered by pupils' well-developed knowledge and interest in other faiths. Good behaviour, average attendance and gradually improving language and number skills prepare pupils satisfactorily for secondary school.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	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
<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>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<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

**How effective is the provision?**

Teachers start off lessons promptly and have high expectations of the pupils' behaviour. In the good lessons, teachers plan learning around issues to which pupils can relate in everyday life. For example, in a Year 5 English lesson, pupils developed their persuasive writing skills well because the boys especially had definite opinions on the use of graffiti.

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Planning is structured and purposeful with clear learning objectives. Teachers regularly assess their pupils' achievement and have easy access to useful data on individual pupils' progress. However, they do not always set work that is sufficiently matched to the needs of different abilities. On occasion, the more able pupils do not make enough progress because they are not given scope to learn at the best speed for them. Teaching assistants work patiently and carefully with pupils with special educational needs and/or disabilities, but lesson planning does not always show clearly the success criteria for these particular pupils. Teachers question pupils frequently to check understanding. Pupils appreciate the praise and encouragement they receive from their teachers' marking, but opportunities for them to make corrections and learn from their mistakes or to assess their own or others' work vary from class to class.

Pupils say they enjoy the imaginative and interesting themes being introduced into the timetable, such as the Science and Sound project and the Cultural Day, as well as the wide range of extra-curricular clubs. Regular trips to different places of worship are building up pupils' knowledge of other faiths. Teachers are starting to link English and information and communication technology more into other subjects, but mathematics is not used to best effect to extend pupils' skills outside numeracy lessons. Because subjects other than English and mathematics are taught under topic themes, senior staff are monitoring plans to ensure subjects such as history, geography and science continue to be given sufficient emphasis to contribute to a well-balanced curriculum. Good care and attention are paid to all pupils, whatever their background or needs. The school is especially conscientious in supporting autistic pupils and their families. The school has successfully improved attendance rates through good work with the education welfare officer. The breakfast club is satisfactory, giving a safe place for pupils to mix positively before school starts. However, it is not as developed as many others in providing cereal or toast and a wider range of activities.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The headteacher and her deputy know the context of the school very well and are focusing soundly on bringing about improvements. They are particularly attentive in including all pupils fully in school life. Their conscientious work in communicating well with families is reaping rewards in improved involvement of parents and carers in their children's learning. Senior leaders and managers know what needs improving because they regularly monitor planning, pupils' work and lessons. Their grasp of assessment data is good so they are able to move quickly to arrange special support for pupils who are in danger of underachieving. The roles of middle managers in overseeing the new 'creative

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curriculum' are being developed. As yet they do not all concentrate enough on the impact of the changes to the curriculum on the quality of pupils' progress in their learning.

Governance is satisfactory. The governing body has a keen awareness of the school's priorities. Governors bring a wide range of skills and the ability to challenge and question underperformance robustly. ♦ Safeguarding is a high priority and ensures all pupils are safe and sound whilst in the school's care. Staff are well-trained in child protection procedures and all adults are thoroughly checked before working in school. The school is a satisfactorily cohesive community because while relationships are good and pupils from different cultures and faiths get on very well together, their understanding of areas beyond East London is limited. Senior staff are beginning to cultivate links in other parts of the United Kingdom and abroad to address this weakness. The school links well with the local authority for professional development and with other organisations to bring added know-how in the support of autistic pupils. The promotion of equal opportunities is satisfactory and results in all pupils making equally satisfactory progress in their learning. The school is attentive in making sure no pupil is discriminated against or misses out on any activity or outing they want to participate in.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Many children who enter the Nursery do not speak English and have underdeveloped personal and social skills. Most make satisfactory progress in all early learning areas. Often progress is not any faster because a significant number of children arrive mid-term, entailing careful settling in while preventing disruption to the established children. Nevertheless, children progress well in their personal development because staff spend a good deal of the time showing them how to share with other children, how to have a go at doing things on their own and how to behave properly. For example, one child was

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delighted when she was taught a clever way of putting on her coat all by herself. Nursery and Reception staff concentrate well on promoting new vocabulary and encourage children to handle books with respect and love. Children learn to be confident and independent in choosing activities, but on occasion a few children wander around aimlessly without a sufficient focus to their learning. Staff set up an adequate range of learning areas to cover all the early learning goals. However, they are not all keeping up to date in tracking children's progress and using the information to set up stimulating activities to cover gaps in individual children's learning, particularly in the outside areas.

◆ While the school waits to appoint a substantive leader, the Early Years Foundation Stage is competently led by the headteacher. She knows the strengths and weaknesses in the Nursery and Reception classes. However, she has to juggle this important responsibility with her other duties, so the governing body is looking to appoint an Early Years Foundation Stage leader as soon as possible.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

**Views of parents and carers**

The level of response to the questionnaire was broadly average for a school of its kind. All parents and carers believe that their children are making enough progress. The inspection team agrees that pupils make satisfactory progress overall. Justifiably, all parents and carers agree that the school helps them to support their children's learning. The highest concern, and even that is small, is with the school taking account of parents' and carers' suggestions and concerns. The inspection team found that the school communicates well with parents and carers and does much to support the whole family.

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

Ofsted invited all the registered parents and carers of pupils registered at Gainsborough 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 77 completed questionnaires by the end of the on-site inspection. In total, there are 369 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	43	56	30	39	2	3	0	0
The school keeps my child safe	36	47	38	49	2	3	1	1
My school informs me about my child's progress	41	53	35	45	1	1	0	0
My child is making enough progress at this school	37	48	40	52	0	0	0	0
The teaching is good at this school	32	42	44	57	1	1	0	0
The school helps me to support my child's learning	29	38	48	62	0	0	0	0
The school helps my child to have a healthy lifestyle	27	35	41	53	7	9	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)	30	39	39	51	2	3	0	0
The school meets my child's particular needs	28	36	46	60	1	1	0	0
The school deals effectively with unacceptable behaviour	35	45	34	44	5	6	0	0
The school takes account of my suggestions and concerns	24	31	41	53	7	9	1	1
The school is led and managed effectively	31	40	43	56	0	0	0	0
Overall, I am happy with my child's experience at this school	39	51	36	47	1	1	0	0

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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 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 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.

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.**



7 March 2011

Dear Pupils

**Inspection of Gainsborough Primary School, London E15 3AF**

Thank you very much for welcoming inspectors to your school. Gainsborough is a satisfactory school. You make satisfactory progress in English and mathematics. Teaching is satisfactory because while lessons are carefully organised and teachers make sure you know what you should learn, sometimes the more able pupils are not always challenged enough. You have exciting activities and interesting trips arranged for you. Mrs Bryan and her team of senior teachers lead the school satisfactorily and they know what needs improving.

You behave well and certainly know how to look after each other and keep yourselves safe. We particularly like the way you appreciate the different cultures and faiths of each other. We are impressed with how you keep yourselves healthy by eating the delicious lunches and walking to school. Your attendance is average.

To make your education better, we have asked your school to do the following:

- Improve your attainment and progress, especially for boys and the more able of you, by setting work that is just the right challenge for each of you, by encouraging you to mark your own work and your classmates work more often, and by checking that learning is always the best it can be in every lesson.
- Improve the learning of children in the Nursery and Reception classes by using the information about each child to set up interesting activities that help them make better progress; make better use of the outside areas and find a new leader for the Early Years classes to take the pressure off your headteacher.

We thoroughly enjoyed our visit to your school. We know that your teachers make your school a very special place for you. You can do your bit by continuing to do your best in your learning to enjoy your time at Gainsborough Primary School.

Yours sincerely

Sarah McDermott

Lead inspector

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