

The Gainsborough Parish Church Primary School

Inspection report

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|--------------------------------|-------------------|
| Unique Reference Number | 120621 |
| Local Authority | Lincolnshire |
| Inspection number | 380076 |
| Inspection dates | 7–8 December 2011 |
| Reporting inspector | John Paddick |

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

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|--|---|
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 308 |
| Appropriate authority | The governing body |
| Chair | Gwenda Cater |
| Headteacher | Tracy Fulthorpe |
| Date of previous school inspection | 20 May 2009 |
| School address | Acland Street Gainsborough DN21 2LN |
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Introduction

This inspection was carried out by three additional inspectors. They visited 18 lessons taught by 11 different teachers. Inspectors scrutinised a wide variety of pupils' work, especially in writing and mathematics. They held meetings with the headteacher, the Early Years Foundation Stage leader, other members of the senior leadership team and members of the governing body. Inspectors also met with groups of pupils from Years 4 and 6. They observed the school's work and looked at the school development plan, records of pupils' progress and safeguarding documentation. Inspectors analysed 54 questionnaires from parents and carers, 152 from pupils in Years 3 to 6 and 29 from members of staff.

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

- Has the school succeeded in lifting standards in mathematics to at least average by Year 6?
- Are middle-attaining boys in Year 6 making adequate progress?
- Do pupils with special educational needs and/or disabilities, gifted and talented pupils, and pupils who joined the school part-way through their primary education make progress at the same rate as other pupils?
- Does the governing body now provide the school with more challenge?

Information about the school

The school is larger than the average primary school. Most pupils are White British and very few are from minority ethnic groups. The proportion of pupils known to be eligible for free school meals is above average. Pupils with special educational needs and/or disabilities make up around a fifth of the school roll. This is broadly average. The proportion of pupils who join the school part-way through their primary school education is above average.

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?

2

The school's capacity for sustained improvement

2

Main findings

Gainsborough Parish Church Primary School provides its pupils with a good standard of education. It is a welcoming school where care, guidance and support for pupils are outstanding. Teachers and their assistants know all of the pupils exceptionally well and ensure that their needs are met well. As a result, all groups of pupils, including those with special educational needs and/or disabilities and those who join part-way through their primary school education, make good progress. Teachers check on pupils' progress very effectively so they have an extremely accurate picture of how they are getting on. Where tracking data indicate that individual pupils are not meeting the challenging targets the school has set for them, teachers provide extra help to enable them to catch up, often on a one-to-one basis. Parents and carers have a very positive view about the quality of education that the school provides for their children. One wrote, 'There is a lovely atmosphere at Parish Church School. It has a real family feel about it'.

The school runs smoothly on a day-to-day basis with a very positive atmosphere for learning. These characteristics, coupled with good teaching, enable the pupils to achieve well. On joining Reception, children's stages of development are well below the levels expected nationally for their age, but by the time they are ready to transfer to secondary school their attainment has risen to broadly average. Teachers have a relentless and effective focus on raising attainment. This has resulted in recent substantial rises in standards, especially in writing and mathematics. Teachers provide pupils with many opportunities to develop their literacy skills in the other subjects that they study, but not enough to use, consolidate and develop their mathematical skills in a similar manner.

The school's capacity for further improvement is good because it is exceptionally well led and there has been an effective focus on the areas for improvement identified at the time of the previous inspection. For example, teaching has improved from satisfactory to good overall, attainment has risen substantially and the progress of all groups of pupils has accelerated. During the inspection, the teaching observed was mostly good and occasionally outstanding. However, there was a small minority of satisfactory rather than good teaching in lessons where the pace of learning was slower. This was either because teachers' explanations and questioning were too lengthy, or because the lessons did not fully cater for pupils of different abilities.

What does the school need to do to improve further?

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- Improve the quality of the small amount of satisfactory teaching to good or better by:
 - reducing the length of teachers’ explanations and questioning
 - ensuring that the activities in lessons are planned carefully and consistently so they fully cater for pupils of all abilities.

- Provide pupils with more opportunities to develop their mathematical skills in a range of contexts by:
 - taking every opportunity to include planned mathematical activities in different subjects and topic work.

Outcomes for individuals and groups of pupils

2

Over the last three years, assessment results in reading, writing and mathematics at the end of Year 2 have risen from below average to average. Classroom observations and scrutiny of pupils’ work show that these standards are at least being maintained. National test results and teacher assessments at the end of Year 6 had risen to average in English and mathematics in 2009 and 2010 but they declined slightly in 2011 because some of the middle-attaining boys did not do as well as expected. Current work in Years 5 and 6 in English and mathematics shows that pupils are once again reaching average standards. In class, inspectors found that the progress made by all groups was always at least satisfactory, usually good and occasionally outstanding. In Years 5 and 6, pupils’ extensive work in English shows that they are making good progress in writing for a range of audiences. Sentence construction and punctuation are developing well. In mathematics, they are beginning to use fractions, decimals and percentages with confidence. Work in science shows that pupils know how to conduct experiments and understand fair testing.

Pupils display good attitudes to learning in class and conduct themselves well around the school at breaks and at lunchtime. They are very positive about their school and enjoy their education. They recognise that the school has many strong features and they value the help that they know that members of staff will provide if they need it. The way that pupils develop confidence and self-esteem as they move through the school is impressive. Attendance was average last year but it has improved since September. Pupils have a good grasp of what constitutes healthy eating and know why it is important to exercise regularly. By the time they reach Year 6, pupils are well prepared for their transfer to secondary school. Spiritual, moral and social development is very good because the school puts great emphasis upon it. However, pupils’ understanding of the range of cultures to be found in Britain is more limited.

These are the grades for pupils’ outcomes

| | |
|--|----------|
| Pupils’ achievement and the extent to which they enjoy their learning | 2 |
| Taking into account: | 3 |

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

| | |
|---|----------|
| Pupils' attainment ¹ | 2 |
| The quality of pupils' learning and their progress | |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 2 |
| The extent to which pupils feel safe | 2 |
| Pupils' behaviour | 2 |
| The extent to which pupils adopt healthy lifestyles | 2 |
| The extent to which pupils contribute to the school and wider community | 2 |
| 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 |

How effective is the provision?

Teachers and classroom assistants create a very good learning atmosphere in which pupils can concentrate on their work and participate productively in discussions. Relationships between pupils and the adults who work with them are universally good. Lessons are usually conducted at a brisk pace with work well suited to the differing abilities in the class. Teachers plan their lessons well and deploy teaching assistants to good effect. There are many lessons where a wide variety of approaches, often involving compelling explanations and effective visual stimuli, interest and fully engage the pupils. Teachers are usually successful in explaining new concepts at the right level and then splitting the class into groups of pupils of different ability so that they can all consolidate and develop their skills effectively at their own levels. However, inspectors observed a few lessons where the initial explanation was not fully understood by all of the pupils. This meant that when they worked on their own or in groups, pupils often struggled to make progress until they received extra help. Teachers usually mark pupils' work well and indicate clearly what they need to do to improve, but there are instances of calculations being marked correct when they are incorrect.

The school's recent emphasis on raising standards in writing and mathematics in Years 5 and 6 has been successful and the previous gap in pupils' performance between English and mathematics has been closed. Pupils recognise that they benefit from a wide range of extra-curricular activities and visits, and speak enthusiastically about them. The school presents musical and artistic opportunities to the pupils in many imaginative ways, and excellent displays around school celebrate their success. Getting the best out of all groups of pupils is at the heart of the school's work. It sets challenging targets for progress rates for all of them, irrespective of background or barriers to learning. Excellent tracking of progress soon

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

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reveals pupils who are falling behind. This triggers extremely effective support packages for individuals and frequently draws on professional assistance from outside the school. The success of this work is reflected in the positive attitudes that all pupils display and the good progress that they make.

These are the grades for the quality of provision

| | |
|--|----------|
| The quality of teaching | 2 |
| Taking into account: The use of assessment to support learning | 2 |
| The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships | 2 |
| The effectiveness of care, guidance and support | 1 |

How effective are leadership and management?

The headteacher provides the school with strong and effective leadership. She is ably supported by her senior team and together they have successfully communicated a vision of good quality education and continuous school improvement to the whole staff. The success of this is reflected in the substantial improvements that the school has made since the previous inspection. Staff morale is excellent and there is no evidence of complacency. Governance is good. The members of the governing body have a clear understanding of the school’s strong features and know what still needs to be improved. Since the previous inspection they have probed and challenged more deeply and have good first-hand understanding of the way that the school is run and how the pupils are taught.

Good safeguarding systems have a high profile in the daily running of the school. Procedures for checking the identities of all adults admitted to the site are very rigorous. Effective promotion of equal opportunities is reflected in the good progress that all groups of pupils are making. There is no evidence of discrimination. Good partnerships with outside agencies and specialists provide effective extra help for the pupils with the greatest levels of need. Strong partnerships with local nursery and secondary schools result in smooth transfers for pupils from one phase of education to the next. The school provides pupils with many opportunities to take responsibility within the school community, for example through the work of the school council. It also enables pupils to be involved in activities which help to draw the local community together, for example through concerts and singing in supermarkets and care homes. Leaders are aware that opportunities for pupils to become involved in national or global projects are more limited, and have appropriate plans to develop and extend this aspect of pupils’ education.

These are the grades for leadership and management

| | |
|---|----------|
| The effectiveness of leadership and management in embedding ambition and | 2 |
|---|----------|

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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| | |
|--|---|
| driving improvement 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 | 2 |
| 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 | 2 |
| The effectiveness with which the school promotes community cohesion | 3 |
| The effectiveness with which the school deploys resources to achieve value for money | 2 |

Early Years Foundation Stage

Children in Reception benefit from a welcoming and safe environment and excellent personal support. Good, imaginative and often personalised teaching enables all groups of children to make good progress. On entry to Reception, children’s language and communication skills are often at low levels. By the time they transfer to Year 1, skills and attainment are still below average but they are much closer to expected levels than when the children arrive.

Children enjoy their time in Reception and respond very well to all of the adults who work with them. Their behaviour is often outstanding and rarely less than good. A good balance between activities that they choose for themselves and those led by adults firmly underpins the progress that children make. During the inspection, children were observed organising themselves well to work in different areas, sustaining interest and concentration, and cooperating well in groups and activities.

Good leadership and management mean that provision is constantly revised in response to children’s needs. Good assessment systems result in pupils’ progress being regularly and accurately checked. When children fail to make good progress, members of staff soon work out ways of providing effective extra support. Teachers and their assistants ensure that the atmosphere for learning is universally good and they take every opportunity to develop the children’s speech and vocabulary by engaging them in conversations about what they are doing.

These are the grades for the Early Years Foundation Stage

| | |
|--|---|
| Overall effectiveness of the Early Years Foundation Stage | 2 |
| Taking into account: | 2 |

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| | |
|--|---|
| Outcomes for children in the Early Years Foundation Stage | 2 |
| The quality of provision in the Early Years Foundation Stage | |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 2 |

Views of parents and carers

The proportion of parents and carers who returned questionnaires was low for a primary school, but they are almost entirely positive about all aspects of the way that the school provides for their children. These positive views very closely match the findings of the inspection team.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at The Gainsborough Parish Church 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 54 completed questionnaires by the end of the on-site inspection. In total, there are 308 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|---|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 35 | 65 | 17 | 31 | 2 | 4 | 0 | 0 |
| The school keeps my child safe | 41 | 76 | 12 | 22 | 1 | 2 | 0 | 0 |
| The school informs me about my child’s progress | 33 | 61 | 21 | 39 | 0 | 0 | 0 | 0 |
| My child is making enough progress at this school | 31 | 57 | 21 | 39 | 2 | 4 | 0 | 0 |
| The teaching is good at this school | 38 | 70 | 16 | 30 | 0 | 0 | 0 | 0 |
| The school helps me to support my child’s learning | 33 | 61 | 21 | 39 | 0 | 0 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 33 | 61 | 20 | 37 | 1 | 2 | 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) | 31 | 57 | 18 | 33 | 0 | 0 | 0 | 0 |
| The school meets my child’s particular needs | 31 | 57 | 22 | 41 | 1 | 2 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 28 | 52 | 25 | 46 | 1 | 2 | 0 | 0 |
| The school takes account of my suggestions and concerns | 29 | 54 | 24 | 44 | 0 | 0 | 0 | 0 |
| The school is led and managed effectively | 39 | 72 | 14 | 26 | 0 | 0 | 0 | 0 |
| Overall, I am happy with my child’s experience at this school | 40 | 74 | 13 | 24 | 1 | 2 | 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

| Type of school | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---|------|--------------|------------|
| | Outstanding | Good | Satisfactory | Inadequate |
| Nursery schools | 43 | 47 | 10 | 0 |
| Primary schools | 6 | 46 | 42 | 6 |
| Secondary schools | 14 | 36 | 41 | 9 |
| Sixth forms | 15 | 42 | 41 | 3 |
| Special schools | 30 | 48 | 19 | 3 |
| Pupil referral units | 14 | 50 | 31 | 5 |
| All schools | 10 | 44 | 39 | 6 |

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 2010 to 8 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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"> ■ 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.



9 December 2011

Dear Pupils

**Inspection of The Gainsborough Parish Church Primary School,
Gainsborough, DN21 2LN**

Thank you for making me and my fellow inspectors so welcome when we came to inspect your school recently. We were really impressed by your good behaviour and the way that you relate to visitors. We wish to thank those of you who filled in our questionnaires. This helped us to understand what your school is really like. We also wish to thank those of you who met with us at lunchtime and those who were so keen to show us your work in class. We were pleased that you enjoy being at school and that you are so keen to do well.

We found that your school is providing you with a good education and that members of staff really go out of their way to ensure that you all make good progress. Your teachers use a very good system for checking on how well you are doing and if you fall behind then you have plenty of extra help to enable you to catch up. We found that teaching is usually good and lessons are now much better than when the school was inspected last time. Pupils are now much better at writing and mathematics.

Your school can still improve further and we have asked the governing body, headteacher and staff to make some changes to help you make even better progress. These are to:

- ensure that teaching is good or better in all of your lessons, especially by keeping introductions and explanations brief, and planning work at just the right level for all of you – neither too hard nor too easy
- give you more opportunities to use mathematics in other subjects.

You can help by continuing to behave well and work hard.

Yours sincerely

John Paddick
Lead inspector

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