

# Gainsborough Benjamin Adlard Community School

Sandsfield Lane, Gainsborough, DN21 1DB

## Inspection dates

3–4 October 2012

Overall effectiveness	Previous inspection:	Not previously inspected	
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Pupils in Key Stage 1 make steady progress but it is not fast enough to ensure most of them reach the levels nationally expected.
- Pupils' skills in reading and writing remain low by the time they are seven.
- Although improving, teaching is not good enough because it is not consistently good across the school.
- Teachers do not make it clear to pupils what it is they need to do to improve.
- The governing body does not challenge senior leaders about weaknesses in the school's performance.
- Monitoring of teaching does not yet ensure that teaching is consistently good and that all pupils achieve well enough.

### The school has the following strengths

- Standards reached by the end of Year 6 have risen sharply in the last year and are now broadly average.
- Disabled pupils and those with special educational needs are well supported and make good progress.
- Children in the Early Years Foundation Stage quickly gain confidence and gain good learning habits.
- The headteacher and senior leaders have worked effectively to overcome barriers to learning. This work is now paying off with improving teaching and better standards at Key Stage 2.

## Information about this inspection

- Inspectors observed 14 lessons, taught by ten teachers. In addition, the inspection team made a number of other short visits to lessons to observe afternoon learning activities at Key Stage 1.
- Two lessons were jointly observed with the headteacher and deputy headteacher.
- Meetings were held with groups of pupils. Inspectors met with the Chair of the Governing Body and another governor. They met with the academy adviser and several of the academy staff, including senior leaders.
- Inspectors took account of the seven responses from the online questionnaire (Parent View) and talked to parents at the start and end of the school day.
- Inspectors observed the academy’s work, and looked at a number of documents, including the school’s own data on current progress, planning and monitoring documents, and records relating to attendance, behaviour and safeguarding.

## Inspection team

Simon Griffiths, Lead inspector

Additional Inspector

Alan Brewerton

Additional Inspector

## Full report

### Information about this school

- The academy school opened in April 2012 and is smaller than the average sized primary school. It is part of the CfBT Schools Trust.
- The proportion of pupils eligible for pupil premium is above average.
- A much higher proportion than found nationally are supported through school action. The number at school action plus or with a statement of special educational needs is average.
- The proportion of students from minority ethnic backgrounds is below average.
- School leaders have established a nurture group for pupils needing individual and small group support.
- The number of pupils joining or leaving the school at times other than usual is high.
- In 2012, the school is likely to meet the government's floor standard which set the minimum expectations for pupils' attainment and progress.
- The academy predecessor school was last inspected in November 2010.

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

- Improve the quality of teaching, particularly at Key Stage 1 by:
  - strengthening the planning of lessons to make sure activities closely match what it is pupils need to learn next
  - ensuring good use is made of all available time so that none is lost and that all activities and lessons are focussed on new learning
  - increasing the pace of lessons, so that pupils are always motivated and engaged in their learning
  - raising the quality of marking through the implementation of a whole-school policy.
- Ensure pupils' progress is more consistent across Key Stage 2 by:
  - making sure that pupils understand what it is they need to do to improve their own work
  - increasing the level of challenge to pupils at all levels of attainment and particularly those who are more able
  - setting for pupils targets that relate closely to what they need to do to get to the next level
  - encouraging pupils to assess their own work and support each other by assessing each others' work.
- Develop the role of governors in supporting the work of the headteacher and staff by:
  - helping them to have a good understanding of all the data available to the school
  - using this knowledge to enable them to be confident in challenging the leaders on school performance
  - ensuring governors play an active role in deciding the school's main priorities and areas for improvement.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Standards at the end of Key Stage 1 are too low and are not improving quickly enough. This is particularly the case in writing and reading. Pupils in Key Stage 1 make steady progress but are not reaching the standards they are capable of reaching, particularly those joining the school in the middle of the key stage. In reading pupils are now developing the skills they need to break down new and more difficult words. They use adequately their knowledge of letters and the sounds they make.
- There are clear signs of improvement in results by the end of Year 6. Standards in 2012 were very much higher than in previous years. Given their low starting points on entry to the key stage this represents good progress for these pupils because they achieved levels broadly in line with those expected nationally. However, progress across the key stage is not consistent.
- Children make good progress in the Nursery and Reception classes. From a low starting point, they often close the gap, achieving levels close to the average by the time they start Key Stage 1. Outcomes from the Early Years Foundation Stage are improving year on year. Children are confident and enjoy their activities. They are keen to talk to adults and explain what they are doing.
- Disabled pupils and those with special educational needs make good progress. Their progress is tracked carefully and support is put into place to help any pupils not making the progress they should. The governors and leaders have made good use of the extra pupil premium funds to reduce class sizes when the teaching of English and mathematics is taking place. This is having a good impact for pupils at Key Stage 2.
- Pupils in the nurture group make good progress. During the inspection pupils were seen handling and understanding data confidently, having carried out a survey of the most popular pets owned by the pupils. School tracking data show good progress for this group of pupils.

### The quality of teaching

### requires improvement

- The quality of teaching is improving. It still requires improvement because its impact on pupils' progress in Key Stage 1 is not yet good and teaching is not consistently good across all classes.
- Where teaching is good, the teachers have high expectations of the pupils and lessons move on quickly to keep the attention and best efforts of the pupils. Lessons are well planned to ensure work is at the right level for all pupils.
- In the Early Years Foundation Stage, children are given a good balance of teaching and opportunities to make choices for themselves. Activities they choose are rich in learning opportunities and the outside area is well organised to develop learning further.
- Teachers at Key Stage 1 know their pupils' learning needs well but do not always plan carefully enough to meet need. Expectations of what pupils can achieve are too low and activities do not always stretch pupils. Pace in some lessons is slow and time is not always used effectively to ensure pupils are learning at all times. Teaching assistants make a good contribution to learning both in classes and when supporting groups of pupils. They are often involved in the planning of lessons and there is a very obvious sense of teamwork.

- Teaching at Key Stage 2 has improved because there is a more consistent teaching team. Good practice is shared and discussed. Regular lesson observations and checking of pupils' work are helping to raise standards. However, there is some inconsistency in the rate of progress as pupils move through the key stage. Behaviour has improved because teachers manage it well and, because lessons are interesting, pupils are keen to learn.
- The marking of pupils' work does not always indicate clearly what it is pupils need to do to improve their work. Pupils themselves are not always sure of next steps. Many of them have targets but they are not always detailed enough to really help them improve their learning.
- Teaching for pupils in support groups is good. This was particularly evident in the nurture Group where the emphasis on learning was evident. Varied activities and opportunities for pupils to engage with each other and adults encourage pupils to make good learning gains.

### **The behaviour and safety of pupils are good**

- Leaders have been successful in improving pupils' behaviour and readiness to learn. This has been an important factor in the school's improvement. Pupils' behaviour is managed well. There is an obvious ethos of care for all pupils which starts in the Early Years Foundation Stage and is fully maintained at both Key Stages 1 and 2. Pupils explain how they feel valued and this results in good behaviour.
  - Pupils have good attitudes to learning. They are keen to learn and behave well in most lessons and around the school. They are courteous and polite to each other and adults. In the best lessons their behaviour is outstanding. There are few disruptions to learning especially when lessons are fast paced and questioning is rapid. Minor instances of less good behaviour occur when lessons are slow and fail to excite pupils. In the dining hall at lunchtime pupils are calm and mix together well.
  - Attendance remains below average. This is because pupils at Key Stage 1 are absent more often than older pupils and this has an impact on their progress. Senior leaders track the attendance of individuals and groups carefully and overall attendance is improving. The number of exclusions has fallen.
  - Pupils feel safe and understand how to keep themselves safe. Pupils know who to talk to if they have concerns. They respect each other and are forthcoming in sharing their pride in the school. Pupils report very few instances of bullying and there were few concerns expressed by parents. School records also show a small number of incidents.
  - Behaviour for learning is good in the nurture group. The focus is on learning but there are many opportunities for pupils to talk with adults and have time to think and reflect on their learning. The variety of activities, which include looking after the guinea pigs, playing memory games, or just sitting on the sofa sharing books maintain pupil's interest and sense of worth.
  - Pupils play happily together at playtime and lunchtime. Staff at lunchtime engage with the pupils. Organised activities, such as a football game, are provided for them. Other pupils are able to mix happily. Playground buddies take their role seriously and often help by supporting other pupils and sorting out minor problems.
  - Pupils' spiritual, moral, social and cultural awareness is promoted well in school. They clearly
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enjoy school, get on well with each other and respect each other. Pupils have good opportunities for reflection in assemblies, though their awareness of other cultures and religions is less well developed.

### **The leadership and management** requires improvement

- The headteacher, the deputy headteacher and leaders at all levels have been successful in raising the achievement of Key Stage 2 pupils. They have worked effectively to do so and this school is improving strongly. They have bonded a dedicated staff team and there is a clear plan for improvement, shared by all staff.
  - Leadership is not yet good because leaders at all levels are not yet ensuring good quality provision leading to all pupils across the school making good progress. However, there is an improving picture and standards are rising quickly at Key Stage 2.
  - The monitoring of teaching is robust and is successfully improving teaching. Teachers find the management of their performance helpful in improving their classroom practice. Governors understand the link between the quality of teaching and pay progression and build this into their strategic planning. Training focussed on removing barriers to learning and developing the Early Years Foundation Stage provision has had a clear impact.
  - The rapid improvements made recently are a clear indication that the school is now in a good position to improve. The emphasis on improving pupils' attitudes to their learning is now enabling them to make faster progress. Leaders have made good use of available resources, including the pupil premium, to meet the needs of groups of pupils. Class sizes have been adjusted for the teaching of core skills. The Nurture Group has been established and provides good support and learning for its pupils. These initiatives are monitored and there have been clear improvements in pupils' progress as a result.
  - Although teaching is not consistently good across the school, it is improving, and teachers explain how the senior leadership team is helping them improve their teaching further. They all work together well and are clearly focussed on improving outcomes for the pupils.
  - Leaders have focussed on the need to improve reading, writing and mathematics and ensured a broad and balanced curriculum. There are opportunities for extracurricular activities which pupils enjoy and which have a positive impact on their learning.
  - The school adviser from the academy chain provides good support which has been particularly effective in the Early Years Foundation Stage and at Key Stage 2. This support is valued by the school.
  - **The governance of the school:**
    - is rightly proud of the school's ethos of care for all pupils
    - governors generally understand the schools strengths and weaknesses
    - is not providing strategic leadership or challenging senior leaders on the achievements of the pupils
    - ensures that statutory requirements are met and at the time of the inspection, safeguarding arrangements met requirements.
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## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	138063
<b>Local authority</b>	N/A
<b>Inspection number</b>	406695

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

<b>Type of school</b>	Academy converters
<b>School category</b>	Non-maintained
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	174
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Leigh Bembridge
<b>Headteacher</b>	Bernadette Glabus
<b>Date of previous school inspection</b>	N/A
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