

# Gainsborough Primary School

Gainsborough Road, London, E15 3AF

**Inspection dates** 16–17 January 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils achieve well and make good progress in reading, writing and mathematics. Overall, the levels they reach from a very low base by the time they leave school are broadly average in English and mathematics.
- The improving rates of progress made by pupils are leading to rising standards across the school.
- Children make a good start in the Early Years Foundation Stage. They enjoy the exciting and stimulating range of activities, which develop their independence skills.
- Most of the teaching is good. In particular, improvements in the teaching of mathematics have a significant impact on pupils' achievement.
- Key areas of the school's work have improved significantly since the previous inspection, including the quality of teaching.
- Leaders are ambitious and have high expectations for the school. The senior leadership team has very effectively developed enthusiasm among staff to build on the school's existing strengths.
- Pupils feel safe in the school. Their behaviour is good. Pupils are fully aware of the different forms of bullying.
- The governing body supports the school well and gains a thorough knowledge of the school through regular and well-planned visits.

### It is not yet an outstanding school because:

- Pupils' progress in English is slower than in mathematics.
- Approaches to marking of pupils' work and feedback to pupils are not consistent across the school.
- Teachers do not always focus sharply on giving pupils enough opportunities to plan work and think for themselves.

## Information about this inspection

- Inspectors observed parts of 20 lessons, including two jointly with the headteacher and English coordinator.
- They evaluated pupils' work and discussed with a range of pupils about their learning.
- Inspectors held discussions with parents and carers, staff, members of the middle and senior leadership team, members of the governing body and a representative of the local authority.
- Inspectors analysed a range of school documentation, including the school's self-evaluation, school development plan, safeguarding documents, policies, the school's website, information about pupils' progress, the school's own monitoring and evaluation of the quality of teaching, anonymised performance management documents, records of behaviour and incidents, and the governing body minutes.
- They took account of eight responses to the online Parent View survey and views expressed by parents and carers during the inspection and staff views.

## Inspection team

Kewal Goel, Lead inspector	Additional inspector
Janice Thomas	Additional inspector
Aune Turkson-Jones	Additional inspector
Diana Shepherd	Additional inspector

# Full report

## Information about this school

- This school is much larger than the average primary school.
- Most pupils are from a wide range of minority ethnic groups, with the largest group from Bangladeshi 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 known to be eligible for the pupil premium (funding for pupils known to be eligible for free school meals, looked after children and children from service families) is well above average. This money is intended to raise their achievement and narrow the gap with all pupils nationally.
- The school has a Resource Base for Severe Autism. This resource base has 23 pupils of primary age.
- The proportion of pupils with special educational needs supported at school action is much lower than average. The proportion supported at school action plus or with a statement of special educational needs is higher than average.
- The school has very high mobility. A large number of pupils join and leave the school during the school year.
- The Early Years Foundation Stage comprises a morning and an afternoon Nursery class and two Reception classes.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Increase the percentage of outstanding teaching and learning, especially in English, by:
  - implementing a consistent approach to marking and feedback
  - making sure that all pupils are always well challenged, particularly the most able
  - developing opportunities across the curriculum that allow pupils to work independently.

## Inspection judgements

### The achievement of pupils

**is good**

- Overall, children are working well below expected levels for their age when they start in the Nursery. Historically, it has taken until the end of Year 6 to close this gap, with pupils making the most progress in Years 3 to 6.
- Progress of pupils who are in the school from Reception to the end of Year 6 is now much more consistent across all year groups. Standards are now rising and, increasingly, the majority of pupils reach or exceed expected levels by the time they leave school. Although pupils do not reach expected levels at the end of Key Stage 1 in reading, writing and mathematics, the trend has been upwards over the last five years and progress is good.
- Pupils' progress in mathematics has increased, making up the previously slow progress. In 2012, pupils attained broadly average levels in mathematics at the end of Key Stage 2. Although good overall, rates of progress in English still lag behind those in mathematics. This issue is mainly in reading.
- Pupils from different ethnic groups, including Black African pupils, and pupils with special educational needs, including those in the resource base with severe autistic needs, achieve well. Many have individually planned activities that meet their specific needs very well.
- Those at the early stage of learning English make good progress and achieve well, as they have very good support both in class and targeted support when needed.
- Those pupils known to be eligible for pupil premium funding achieve well and are closing the gap on what other pupils are achieving nationally. In 2012, these pupils attained slightly higher than the national averages for all pupils at the end of Key Stage 2, making the same good progress as others in the school.
- There is a strong focus on developing pupils' speaking and listening skills to support their learning. Younger children are encouraged to retell stories to develop their literacy skills. The school uses specific strategies to develop pupils' phonics (letters and sounds) skills.
- Pupils of all ages enjoy reading. They are positive and articulate but at times teachers do not give them enough opportunities to take responsibility for their own learning and develop independence skills.
- Staff make sure that every pupil in the school gets an equal chance to succeed, while valuing their individual needs. Inclusion is central to the work of the school.
- Progress for children in the Early Years Foundation Stage is good in all areas of learning.

### The quality of teaching

**is good**

- Teachers usually engage pupils and promote their learning well. They have high expectations of what pupils can do. They plan interesting and motivating learning experiences. Teachers use skilful questioning to deepen pupils' knowledge and understanding.
- Teachers' planning takes account of the knowledge and skills pupils need to learn and build on their prior learning. Teachers, having taught pupils key skills in reading and writing, then expect them to apply these to their own writing. For example, in one class, the teacher modelled writing of a letter based on the context from a book, *Danny and Bump Lump*, before pupils were asked to write a letter independently.
- Mathematics teaching is particularly effective and gives pupils opportunities to link their learning to their real-life experiences.
- Arrangements to provide individual and targeted support and teaching for pupils with severe autism are highly effective and enable them to make good progress. These pupils are fully included in the lessons and no learning time is lost. Teaching assistants demonstrate excellent understanding of pupils' needs and support them very effectively.

- Teaching mostly meets pupils' differing needs well. However, sometimes the level of challenge is not precise enough to secure outstanding achievement, particularly for the most-able pupils. Teachers do not always adjust what they have planned to do during lessons even when they find that lower-ability pupils are struggling or most-able pupils are finding it too easy.
- Pupils' work is marked regularly but there is no consistent approach across the school to marking, giving pupils' feedback and suggesting next steps or how to improve. There are some opportunities for pupils to check their own and each other's learning and progress.
- Teachers manage pupils' behaviour well. They create a positive climate for learning and promote pupils' spiritual, moral, social and cultural development effectively. As a result, relationships among pupils are strong and they work well with one another.
- Teaching in letters and sounds in the Early Years Foundation Stage is very effective and contributes to their good progress in communication and language.
- Targeted support for pupils who have English as an additional language results in these pupils making good progress.

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

- There is a positive ethos in the school and pupils behave well. Pupils say the behaviour in the school is good. They behave well in lessons and around school. There is very little low-level disruption in lessons. There have been no permanent exclusions in recent years.
- Pupils are eager to do well. They display positive attitudes to learning during lessons. They tackle tasks with enthusiasm and usually work at a brisk pace. Occasionally, in lessons where pupils are not challenged appropriately, a few lose concentration and are not fully engaged in their learning. However, there are seldom disruptions to the whole class.
- Pupils are courteous and polite. They attend regularly and are punctual. Attendance is below average but is improving. The school takes very effective steps to promote good attendance.
- Pupils report that they feel safe at school, and parents and carers who responded to Parent View unanimously agree. Pupils have good understanding of issues relating to bullying, including a strong awareness of different types of bullying, such as cyber-bullying. They say that instances of bullying of any kind are extremely rare. If and when any incident of bullying happens, the school deals with it effectively and promptly.
- Children in the Early Years Foundation Stage learn the rules of good behaviour quickly. They show maturity as they choose their toast and butter themselves. They persevere well with their tasks and cooperate well with one another.

### **The leadership and management** are good

- The skilful and passionate leadership of the headteacher has the full confidence of pupils, parents and carers, staff, members of the governing body and the local authority. All spoke in different ways of how the headteacher has brought clarity to what the school is trying to achieve and everyone is working together for the same aim.
- The senior leadership team has put in place rigorous systems to check on the quality of teaching and learning. Monitoring of teaching ensures that teachers know what they do well and how to improve. If there is any underperformance, a very focused support plan is put in place. There is a strong link between the quality of teaching and performance management and appraisal.
- The curriculum meets statutory requirements. It promotes both pupils' academic achievement and spiritual, moral, social and cultural development well. Wide-ranging enrichment activities,

including a residential visit and access to music, teaching for example, African drumming, broaden pupils' experiences. However, the curriculum does not consistently promote pupils' independent learning and this sometimes limits progress.

- Senior leaders make good use of very well-developed systems for tracking pupils' achievement. Individuals and groups are clearly identified and effective action is taken to narrow gaps in achievement, reflecting the school's strong commitment to inclusion and equal opportunities.
- Those parents and carers who completed Parent View are overwhelmingly positive about all aspects of the school. Inspection questionnaires returned by members of staff show that the leadership of the school has their full support. All members of staff provide good role models in consistently promoting the strong values and beliefs that permeate across the school.
- The local authority has provided a range of support over the last two years and has every confidence in the capacity of school leaders to secure necessary improvements. This external support has helped confirm and strengthen the school's own evaluations of its performance and prioritise areas to secure rapid improvement where necessary, for example, pupils' achievement in reading and writing.

■ **The governance of the school:**

- The governing body has a good understanding of the school's effectiveness, including the quality of teaching. It knows how pupils' performance in this school compares to that in other schools nationally. It has a clear focus on policies and procedures, including for performance management, to ensure the improving trend continues. Governors oversee the deployment of financial resources very well, and make sure the pupil premium additional funding is targeted effectively. The school has used this funding to contribute to a balance of personal and well-being support, as well as specifically targeting academic achievement in reading and writing. Together with school leaders, the governing body has evaluated the impact made by its use of the pupil premium on pupils' achievement. Governors attend professional development training regularly. All statutory duties are met, including arrangements for safeguarding.
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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>	102720
<b>Local authority</b>	Newham
<b>Inspection number</b>	404837

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

<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>	413
<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>	3–4 March 2011
<b>Telephone number</b>	020 7476 3533
<b>Fax number</b>	020 7511 2922
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