

The Gainsborough Charles Baines Community Primary School

Baines Road, Gainsborough, Lincolnshire, DN21 1TE

Inspection dates

15–16 October 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Effective leadership, including from governors, has ensured that good teaching results in pupils' good achievement.
- Pupils of all ages achieve particularly well in reading.
- The constant focus on securing good learning in all activities results in children in the early years making good progress.
- Disabled pupils and those who have special educational needs make similarly good progress to their classmates, as do disadvantaged pupils.
- Pupils enjoy school, and this is shown by their improving attendance.
- Pupils are kept safe. They are confident about their safety within school and know how to deal with potential risks.
- Pupils' spiritual, moral, social and cultural development is good and this makes an important contribution to their good behaviour.
- Good leadership and management ensure that every child is able to participate fully in all aspects of school life.
- Detailed analysis of attainment and progress helps to ensure that teachers know what to focus on to improve their own effectiveness and pupils' achievement.
- Governors are knowledgeable about the school's strengths and understand which areas need improvement.
- Parents are overwhelmingly pleased with the school and what it does for their children.

It is not yet an outstanding school because

- Marking does not consistently give pupils clear advice about how to improve their work. Teachers do not ensure that pupils act on the advice when it is given.
- Teachers' expectations of presentation and the amount of pupils' written work are not always high enough.
- Occasionally the most able pupils are not given challenging enough work to do. When this happens they lose concentration and progress slows.
- Leaders do not check often enough that pupils' work shows that they are learning as well as they can.

Information about this inspection

- Inspectors observed teaching and learning in parts of 12 lessons, taught by seven teachers. Three of these lessons were jointly observed with the headteacher. In addition, inspectors observed small groups of pupils taught phonics (letters and sounds) by teachers and teaching assistants.
- Meetings were held with senior leaders, teachers, three members of the governing body and a representative of the local authority. Inspectors also spoke to a number of parents at the start of the school day. They heard some pupils read and talked to them about their reading habits. In addition, formal and informal discussions were held with pupils.
- Inspectors looked at a range of documentation, including improvement planning, self-evaluation, performance management and professional development, the curriculum and extra-curricular activities, pupils' progress, attendance, safeguarding and the work of the governing body. Pupils' work was also analysed.
- Account was taken of the responses of 22 parents to the online Parent View questionnaire alongside the 55 parental responses to the school's own recently administered questionnaire. The responses from 14 staff questionnaire returns were also analysed.

Inspection team

Lois Furness, Lead inspector

Additional Inspector

Mark Mitchley

Additional Inspector

Full report

Information about this school

- In this smaller than average-sized primary school, almost all pupils are White British.
- An above-average proportion of pupils (39%) are disadvantaged and supported by the pupil premium, which provides additional government funding for pupils in local authority care and those known to be eligible for free school meals.
- There are an above average proportion of disabled pupils and those who have special educational needs who are supported at school action (12%). The 13% of such pupils supported at school action plus or with a statement of special educational needs is well above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- An above-average number of pupils join or leave the school at other than the usual times.
- Since the previous inspection, a new headteacher and two assistant headteachers have been appointed. A new special educational needs coordinator has also been appointed. The school works in close partnership with two other local primary schools for the purposes of professional development and monitoring and evaluation activities.
- Early years provision is in a full-time Reception class.

What does the school need to do to improve further?

- Build on the good teaching and accelerate pupils' progress by teachers:
 - moving the most-able pupils onto harder work more quickly
 - having higher expectations of pupils' presentation and of the amount of written work
 - using marking more effectively to help pupils improve the quality of their work.
- Ensure that all leaders regularly check that pupils are producing their best work, and take any action needed so that progress is accelerated.

Inspection judgements

The leadership and management are good

- The headteacher provides very purposeful and effective leadership, and is well supported by the senior leadership team, middle leaders and governors. They have a clear and accurate view of school effectiveness and where it needs to do better. Improvement planning is firmly focused on further improving teaching and raising pupils' achievement. For example, leaders are aware that the most able pupils are capable of more, and there are good plans in place to address this.
- The systems for monitoring and improving the quality of teaching are good. Senior leaders provide clear guidance, training and support to teachers on how they can get better, and staff performance is appropriately linked to future pay awards.
- The curriculum is well planned, engages pupils effectively in their learning and promotes good behaviour. There has been a successful drive to ensure that pupils have the basic skills in reading, writing and numeracy to prepare them well for life in their secondary schools. As a result, achievement is rising. Most topics have a linked trip or visit and the curriculum is enriched by a good range of activities and clubs. These activities contribute strongly to pupils' good spiritual, moral, social and cultural development, and their enjoyment of learning.
- Good use is made of pupil premium funding for disadvantaged pupils. As a result, eligible pupils make good progress and gaps between their performance and that of others have narrowed. Staff make sure that all pupils have equal access to activities and are successful in fostering positive relationships and tackling discrimination.
- The additional primary school sport funding is being used successfully. Specialist teachers and coaches take lessons, run activities and train staff. As a result, the range of sporting activities has broadened and pupil participation in sporting activities has increased.
- Partnership work with local schools has played an important role in bringing about improvements. The schools have worked together on a variety of issues, such as training, in checking assessment is accurate and in observing each other's best practice. Currently, the schools are working together in developing their understanding of expectations for assessment with the removal of National Curriculum levels. The local authority knows the school well and provides appropriate support and challenge.
- There is strong support for the school shown in the parent and staff questionnaires. Parents spoken to during the inspection were complimentary about the work of the school.
- An extensive programme of monitoring takes place including lesson observations, work scrutinies, analysis of ongoing assessment information and talking to pupils. These activities involve all leaders within school and are carried out conscientiously. However, the checking of pupils' work is not regular enough to ensure that marking is having sufficient impact on learning, and that the presentation and the quantity of pupils' written work are consistently good.
- **The governance of the school:**
 - Governors are well informed about the quality of teaching and learning. They have a good understanding of the use of data about pupils' achievement, and how these are is linked to the quality of teaching. They ask probing questions about how well the school is doing and where it could do better, and set challenging targets linked to the headteacher's appraisal. They make sure that pupils' performance is considered when making decisions about teachers' pay awards.
 - They are committed to tackling discrimination and providing equality of opportunity. The promotion of tolerance and respect for all is a high priority in order for pupils to be prepared for life in modern Britain.
 - Governors regularly visit the school to gain first-hand views of its work. They keep a close eye on finances and know, for example, how the pupil premium and sports funding are spent and what difference these are making to the achievement and well-being of pupils.

- Governors attend training to keep their skills and knowledge up to date and to ensure that they fulfil their statutory duties effectively; for example, those relating to safeguarding. They have ensured that all safeguarding requirements are met.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good.
- Pupils are well mannered young people who greet visitors, staff and their friends with respect and politeness. 'Please' and 'thank you' are commonplace and pupils politely hold doors open for adults. No reminders are required for pupils to conduct themselves appropriately as they move around the school.
- Pupils know the rules and usually stick to them. It is rare for pupils to insult each other and records show that incidents of racist comments are rare but followed up appropriately should they occur. At playtime, older pupils were seen playing with younger ones and boys with girls. Pupils were emphatic that they liked school, the work they did and all their friends.
- Pupils' attitudes to learning are generally good. They settle to work quickly at the start of lessons, listen attentively to teachers and each other, and respond immediately to instructions.
- Pupils' spiritual, moral and social development is strong. They are reflective and can offer reasoned views about moral, social and ethical issues. Pupils are keen to take responsibility for making sure that no-one is left without playmates. They have a good understanding of cultural issues through the teaching of religious education and other subjects, such as music, drama and art.

Safety

- The school's work to keep pupils safe and secure is good.
- All procedures for ensuring the health, safety and well-being of pupils are securely in place and those spoken to say how safe they feel in school, including when they go on residential visits. Pupils commented on how carefully staff look after them when they are away from their parents.
- Pupils have a good awareness of different forms of bullying including physical, mental and cyber-bullying. They know it is wrong to call their friends unkind names. They have a good understanding of risk and know they should not give out personal information such as names and addresses to strangers or when using the internet.
- Parental responses to the online questionnaire show that very few parents have concerns about behaviour and bullying and agree their children are kept safe in school. Staff also agree that pupils are kept safe. A small number of pupils spoke to inspectors about instances of bullying they had experienced at school, but agreed that bullying was rare and that adults dealt with it well.
- As a result of close monitoring attendance has improved and is now above average. Pupils arrive on time. Any attendance issues are followed up swiftly. Exclusions are rare because the school is successful in meeting the needs of individual pupils who struggle to behave well. Effective partnerships with parents and external agencies ensure that any pupils whose learning give cause for concern or who are potentially vulnerable are identified early and appropriate support is given.
- Pupils say they are proud of their school and look smart in their uniforms. However, they do not always take enough pride in the presentation of their work and, occasionally, a few pupils lose concentration when work is too easy for them.

The quality of teaching**is good**

- Morning or afternoon, a calm purposeful atmosphere is evident in all classrooms. This is a result of good relationships between adults and pupils, and between pupils themselves. Teachers' good subject knowledge means that work is presented in stimulating and exciting ways which capture pupils' imagination. This willingness to learn starts in Reception, where children can be seen helping each other with their tasks or concentrating by themselves on an activity that has engaged them. Display around school is colourful and used well to clarify the key learning points that pupils use in their work.
- Reading is taught effectively throughout school. Younger pupils have a daily session which helps them to become proficient in knowing the sounds of letters. These sessions are carefully structured and well-paced. Older pupils are given time to read a variety of different texts, and sharpen their comprehension skills. In mathematics, pupils are given regular opportunities to apply their skills in problem-solving activities. In all lessons, pupils are encouraged to communicate their ideas either directly with an adult or with each other. These opportunities effectively develop pupils' literacy skills.
- Additional adults, working alongside teachers, are well briefed and sensitive to pupils' needs. They ably support disabled pupils, those who have special educational needs and disadvantaged pupils, in small groups or individually. They help pupils make good progress and achieve well when working alongside their peers in the classroom, or by giving additional support outside the classroom.
- Teachers plan their lessons very carefully to ensure they interest pupils. They check carefully that pupils are clear about what skills, knowledge and understanding they are meant to be learning. As a result of good encouragement and support, pupils work well as a class, in small groups or individually, and progress is good. However, on occasions the pace of learning slows, especially that of the most able pupils. The work in pupils' books indicates that activities are sometimes the same or very similar for all. This does not provide enough challenge for the most able, who could often move onto harder work more quickly.
- Teachers mark work frequently but the quality of feedback varies, and advice about how to improve work is variable. Pupils do not always use or apply the good advice given and so make the best possible progress. Also, not all teachers have the same high expectations of the quality and quantity of pupils' work.

The achievement of pupils**is good**

- Achievement is improving and from below typical starting points on entry to the school in the Reception class, pupils make good progress in reading, writing and mathematics. Improving achievement, shown by detailed tracking of pupils' progress, was evident in pupils' work and in their mainly good learning in lessons.
- Children start school in the Reception class with levels of development below those usually attained by children of this age. Children gain ground rapidly in all areas of their learning as a result of good teaching, and children are well prepared to start a more formal curriculum in Year 1.
- Pupils' knowledge of phonics has improved overtime. There is a clear focus on learning to read at an early age and pupils were eager to read to inspectors. They used their phonic skills well to read unfamiliar words. The results of the Year 1 check on pupils' skills in phonics in 2013 were slightly below the national average. However, in 2014, 79% of pupils reached the expected standard, which is well above the previous year's national average.
- Attainment at the end of Year 6 in 2013 was average in reading, writing, mathematics and in the newly introduced grammar, spelling and punctuation test. All pupils made expected progress in 2013 in reading, and writing and almost all pupils in mathematics. A well above average proportion of them made better than expected progress in reading, writing and mathematics. This shows good achievement overtime.

- There has been an upward trend in attainment by the end of Year 2 in reading writing and mathematics over the last three years. In 2013 attainment was broadly average, and in 2014 an increased proportion of pupils have attained the expected level in all three subjects. The difference between boys and girls attainment noted in 2012 and 2013 is no longer evident and, in 2014, boys are achieving as well as girls.
- Pupils of all ages enjoy reading. By the end of Year 6, pupils read fluently and with good understanding. They are able to identify favourite authors and speak about the 'Harry Potter' books with enthusiasm.
- In 2013, disadvantaged pupils were behind their classmates by two terms in mathematics, two and a half terms in reading, three and a half terms in writing and one term in grammar, punctuation and spelling. In comparison with all pupils nationally, the difference was one term behind in mathematics and reading, two terms in writing, and was similar in grammar, punctuation and spelling. Teachers have ensured that, in 2014, the gap has narrowed further and in some year groups there is no noticeable difference between the achievement of the disadvantaged pupils and their classmates.
- Disabled pupils and those who have special educational needs make the same good progress as their peers as a result of the extra help they are given, both in class and in groups.
- Pupils who start school at times other than is usual, are well supported. The work given to them effectively ensures they quickly make good progress in their learning.
- Pupils' work shows that most are attaining at an appropriate standard for their age in reading, writing and mathematics. Although there is evidence of higher attainment and challenge for the most-able pupils, this is not consistent. Teachers plan activities for these pupils but these are not always hard enough to make them think hard and deepen their understanding.

The early years provision is good

- The leadership and management of the early years are good. Effective induction systems and good links with parents ensure that children are prepared well for their school life. Children feel safe and, at this early stage of the year, have already settled into classroom routines. For example, they have learnt to wait their turn and to put their hands up to answer questions. Staff have clear expectations for behaviour which ensures a calm ordered atmosphere. Children are polite and respectful to each other and the adults who work with them.
- Children enter the Reception class with skills in language and communication, and in personal and social development, which are lower than those that are typical for their age. Teaching is good and the teacher and teaching assistants work together effectively to provide a well-planned range of activities. These ensure that the children are achieving well. Assessment of children's learning is thorough, so that next steps in learning are clear, and interventions are put in place to address any underachievement. This means that just over half of them enter year 1 with the skills and abilities that are typical for their age.
- Children play and learn equally well on their own, with an adult or with each other. Snack times are fun occasions, as was seen during the inspection when 10 children independently socialised around a table, eating their fruit and chatting about their learning. Much laughter was heard as children listened carefully to each other's stories.
- Facilities, outdoors, have been enhanced since the time of the last inspection and are used effectively to engage children's interest and motivate them to learn. Staff know the children well and know when to interact with them as they are playing to help develop new ideas. Children who have special educational needs are supported effectively and are skilfully included in all activities.
- All necessary safeguarding, safety and welfare requirements are carried out conscientiously.

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

Unique reference number	120492
Local authority	Lincolnshire
Inspection number	448681

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	207
Appropriate authority	The governing body
Chair	John Garrison
Headteacher	Martin Smith
Date of previous school inspection	30 March 2010
Telephone number	01427 613812
Fax number	01427 811339
Email address	enquiries@charles-baines.lincs.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2014

