

Inspection of The Gainsborough Charles Baines Community Primary School

Baines Road, Gainsborough, Lincolnshire DN21 1TE

Inspection dates: 30–31 October 2019

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Overall effectiveness at previous
inspection Good

What is it like to attend this school?

Pupils enjoy school and feel safe here. They say that school is a happy and friendly place and that bullying is not tolerated. Staff explain carefully to pupils how to keep themselves safe at times when they are not at school.

Pupils find lessons interesting. Pupils appreciate, and remember about, the wide range of different experiences that are on offer. During the inspection, the whole school enjoyed a visit from an author who read some of his books to the pupils. They said that this inspired them to read more. Some said they would like to be an author. Staff make sure that pupils with special educational needs and/or disabilities (SEND) are included in the experiences on offer.

In all classes, pupils listen carefully, behave well and work hard. Pupils' attendance has improved well over the past year. Staff expect pupils to take a pride in their work. Pupils try their best to write neatly. They know that this will help them earn their pen licence. They look forward to receiving this from the headteacher in an assembly.

What does the school do well and what does it need to do better?

Leaders are ambitious for pupils. They have a clear plan for improving what pupils will learn. They want to ensure that pupils are ready for the next stage of their learning. Leaders have improved how reading, writing and mathematics are taught. All staff receive regular training to make sure that they are building on what pupils have learned before. Leaders make sure that this includes all staff who teach phonics and those who work with pupils who need help to catch up. Leaders make sure that the teaching of early reading is a priority. Teachers check which sounds pupils know. They make sure that the books that pupils read match these sounds. Reading now has a strong place in the curriculum throughout the school.

Leaders make sure that pupils with SEND receive the support that they need. Teachers adapt their lessons so that these pupils can join in with their friends. They check that this is helping them to learn. Teachers have high expectations of what all pupils will be able to do.

Leaders have checked on how the curriculum is organised. In some subjects, pupils' learning builds on what they already know. For example, in physical education (PE), pupils can explain how they are using and improving the skills that they learned in the previous lesson. Others enjoy improving their 'Gruffalo dance'. In some subjects, this is at an earlier stage of development. Teachers plan work so that pupils can gain new knowledge, but pupils do not always remember it well.

Pupils enjoy rich and exciting experiences. Pupils learn to play the ukulele, dance the samba and sing songs from different cultures. They find out about democracy through visiting the Houses of Parliament. Pupils value the range of clubs that they can attend during the school day or after school. Pupils discuss issues of right and

wrong and learn good manners. Pupils learn about different faiths and ways of life.

Leaders have made sure that parents and carers understand that their children need to come to school every day. Attendance has improved. Pupils behave well in lessons and around school. Pupils persevere at tasks and are proud of their achievements. They can explain how they overcome difficulties. They understand the importance of being fair to everyone and accepting each other's differences.

Parents that we spoke with feel that the school listens to parents and helps them. Leaders ensure that parents know who they can turn to if they have concerns. Staff feel proud to work at the school.

Children settle happily in the early years. Leaders are keen that children should gain the skills that they need at the beginning of their school life. Children learn to follow instructions and play together well. Staff plan exciting and engaging activities for the children. They make sure that children learn to hold a pencil correctly. They check that children remember the sounds that they are learning. Adults make sure that pupils have many opportunities to learn about numbers. Outside, children learn how to be adventurous and stay safe. Pupils choose some activities for themselves. Staff do not always use these activities to help children to think more deeply or practise the new skills that they are gaining.

Safeguarding

The arrangements for safeguarding are effective.

Leaders prioritise safeguarding. Staff understand the important role they play in keeping children safe. They receive regular training. They know how to identify pupils who may be at risk and the appropriate action to take. Leaders rigorously follow up safeguarding issues. They make sure that parents and children get the right support.

Pupils learn to keep safe in a range of situations, such as on Hallowe'en or Bonfire Night. Teachers make sure that pupils think about each other's safety too. Governors make sure that leaders conduct background checks on adults before they start to work with pupils.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school's curriculum is not yet sufficiently coherently planned and sequenced in some subjects. However, it is clear from the actions that leaders have already taken that they are in the process of bringing this about. Leaders should ensure that subject leaders check that the new plans are helping pupils to know more and remember more. They should ensure that teachers have the subject knowledge that they need.

- Adults in the early years do not always ensure that children have the chance to practise the skills that they are learning. They do not help children to think more deeply in the activities that they choose for themselves. Leaders should ensure that adults help children to use what they already know when they are completing tasks that they have chosen for themselves.

How can I feedback my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	120492
Local authority	Lincolnshire
Inspection number	10110089
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	198
Appropriate authority	The governing body
Chair of governing body	Jason Bennett
Headteacher	Louise Simmonds
Website	www.charles-baines.lincs.sch.uk
Date of previous inspection	18 April 2018

Information about this school

- Since the previous inspection, four new teachers have taken up post. There have been changes in leadership and management, including the appointment of a new coordinator for pupils with special educational needs.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- Inspectors met with senior leaders, subject leaders, governors, teachers and teaching assistants to discuss aspects of the school's curriculum and provision.
- Inspectors met with a representative of the local authority. They took account of the views of parents and pupils.
- Reading, writing, mathematics and physical education (PE) were considered in greater detail than other subjects in the school. Inspectors met with leaders to discuss these areas of the curriculum, visited lessons, talked with teachers and pupils about these subjects and scrutinised pupils' workbooks.
- Inspectors reviewed a wide range of documents relating to safeguarding and the quality of education provided. They spoke with leaders, governors, pupils and staff.

Inspection team

Roger Sadler, lead inspector

Ofsted Inspector

Heather Hawkes

Ofsted Inspector

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