

Inspection of Gainsborough Primary School

Berkshire Road, London E9 5ND

Inspection dates: 14 and 15 June 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Pupils recognise and celebrate the diverse and rich community at Gainsborough Primary School. They enjoy warm and respectful relationships with staff and are polite and friendly to visitors. Pupils feel listened to and are kept safe.

Pupils are empowered to develop their leadership skills by taking on different roles and responsibilities. They learn about issues that directly affect their community and raise money to support different charities.

Pupils behave well because their teachers expect them to do so. Pupils display positive attitudes to learning and support one another to concentrate and work hard. On the rare occasions bullying happens, it is dealt with quickly and effectively by leaders.

Pupils regularly come together with their families and friends through events, such as the Summer Fair, Carnival, Chinese New Year and Bonfire Night. They participate in a range of musical workshops and performances organised with local partners.

Pupils are expected to work hard. They access an exciting and varied curriculum and produce work of high quality in different subjects. This typically enables them to feel more confident and prepared for what they will learn next.

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

Leaders have ensured there is an ambitious, broad and balanced curriculum that meets national expectations. In many subjects, leaders have identified the component knowledge pupils need to learn. This is typically well sequenced, so that pupils revisit and embed important ideas. This prepared them well to learn more complex concepts later on. For example, in science, children in Nursery learn to identify some plants and their key features. This lays the foundation for pupils learning how seeds need water to grow. Older pupils use this knowledge when learning about the life cycle of flowering plants. Similarly, in mathematics, children in early years build their knowledge of number, pattern and shape. They practise different mathematical strategies that supports them, later on, to solve increasingly complex problems and explain their reasoning.

However, in some subjects, curriculum design is not as precise. The key ideas leaders expect pupils to understand have not been as well defined. In these instances, teachers do not focus as consistently on the most important concepts. This means pupils do not secure the required knowledge to be fully prepared for the next phase of their learning.

A systematic approach to reading is in place. Staff are well trained and implement the agreed phonics programme with fidelity and precision. Pupils practise reading with carefully selected books that match the sounds they have learned. This helps

pupils to read with increasing accuracy, fluency and confidence. Pupils across the school develop a love of reading. The curriculum is designed to introduce pupils to a diverse range of authors that enhance pupils' understanding in different subjects. Pupils like reading and being read to. They enjoy talking about their favourite authors and books they have read.

Effective mechanisms are in place to identify and support pupils with special educational needs and/or disabilities (SEND). Their needs are well communicated with staff. This helps teachers to make appropriate adaptations to support pupils to access the planned curriculum. For example, in physical education, pupils with SEND practise throwing and catching using larger balls.

Pupils behave well in lessons and around the school. This is because staff know pupils well and promote positive behaviour. For pupils who need additional support to regulate their behaviour, staff have been well trained to use strategies, such as reducing sensory stimulation.

Pupils' broader personal development is a strength. The curriculum is designed to help pupils learn about a range of religions and faiths as well as different types of families and relationships. Pupils develop their interests and talents through a range of additional activities, including art, drama, music, football, athletics, swimming and cycling. Pupils enjoy the opportunity to take on extra responsibilities through roles on the school council or as 'reader rangers', sports ambassadors or playground and recycling monitors.

Leaders, including those responsible for governance, understand and fulfil their statutory duties effectively. They understand the school's strengths and have identified the right priorities to improve further. Staff feel well supported by leaders to manage their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding procedures are robust and rigorous. All staff are well trained in knowing what and how to report concerns. Leaders maintain effective records that allow them to track and follow up on any concerns and referrals made. They meet regularly and work with local support partners to ensure pupils and families receive the help they need.

Pupils learn about how to keep themselves safe online and in the community, including the importance of maintaining healthy lifestyles and relationships.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the concepts pupils need to learn have not been clearly identified. As a result, teachers do not consistently focus on the most important knowledge that pupils need to secure. Leaders should ensure they identify the component knowledge they expect pupils to learn across the curriculum. This will better enable staff to help pupils develop a deep body of knowledge in different subjects.

How can I feed back 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 information from Ofsted Parent View 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.

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	100225
Local authority	Hackney
Inspection number	10242081
Type of school	Primary
School category	Community
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	290
Appropriate authority	The governing body
Chair	John Clark
Headteacher	Jenna Clark
Website	www.gainsborough.hackney.sch.uk
Date of previous inspection	13 June 2017, under section 8 of the Education Act 2005

Information about this school

- The school became part of the Primary Advantage Federation in September 2017.
- The school does not currently use any alternative providers.
- There is a specialist provision onsite catering for 12 pupils with social, emotional and mental health needs.
- The nursery caters for children from the age of two.
- There is a breakfast and after-school provision operated by the school.
- A children's centre is located on the school site.

Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- The inspection team completed deep dives in these subjects: early reading, mathematics, history and physical education. To do this, they met with subject leaders, visited lessons, had discussions with staff and pupils and looked at samples of pupils' work.
- Inspectors also considered the curriculum in other subjects.
- Inspectors scrutinised a range of documents, including leaders' evaluation of the school and their priorities for improvement.
- Inspectors met with senior leaders, a selection of subject leaders, teachers, and the safeguarding and attendance officers.
- Inspectors met with those responsible for governance, including the chair of the local advisory board. Inspectors also spoke with a representative from the local authority.
- The inspection team reviewed the arrangements for safeguarding by reviewing records and through discussions with leaders, staff and pupils.
- The views of pupils, parents and staff were considered through discussions and looking at information collected from Ofsted's online surveys.

Inspection team

Una Buckley, lead inspector

His Majesty's Inspector

Jeffery Quaye

Ofsted Inspector

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