

Inspection of St George's Church of England Community Primary School, Gainsborough

Lindsey Close, Gainsborough, Lincolnshire DN21 1YN

Inspection dates: 13 and 14 December 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

This school is an integral part of the community. Parents share that the school is not just for children but for their families as well. Pupils talk about smiling and making newcomers feel welcome. They are polite and respectful. Pupils feel safe and develop excellent relationships with staff.

The school is a place of high aspiration for all. The vision 'reach for the stars' underpins everything in the school. Pupils are prepared for their next steps thanks to the education they receive at St George's.

The provision for pupils' personal development is the golden thread that runs through school life. Pupils take part in a range of activities related to their skills and interests. They learn to sew, sing and grow food on the school's allotment.

Pupils develop their character here. They take on responsibilities as members of the school and food councils. Pupils visit the local residential home to build relationships with its residents and play a part in the life of the community. Older pupils are buddies to younger pupils, supporting them through their school experiences. Pupils celebrate one another's achievements. They applaud enthusiastically when the rewards bell rings in the dining hall signalling a pupil's success.

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

The school's curriculum is ambitious and designed specifically for the pupils at this school. In each subject, staff have worked together to identify the important knowledge that pupils will learn. They have carefully mapped out the skills and knowledge that pupils will need beyond school, from knowing how to read to knowing how to cook healthy and affordable meals. Pupils do not yet benefit from sufficient planned opportunities to practise their writing in subjects other than English. The early years curriculum is well sequenced. Children achieve well from below-average starting points.

'Daily dashboard' lessons take place every day to help pupils remember what they have learned. Pupils build their knowledge and understanding across the subjects they study. For example, they can talk about Vikings raids of Lindisfarne in history, how to conduct a fair experiment in science and the five pillars of Islam in religious education.

Published outcomes do not reflect the current quality of the curriculum and teaching in this school. The school has taken swift action to identify and address areas for development in the teaching of the reading and mathematics curriculums. Staff have completed a range of training and talk with confidence about the positive impact this has had on their teaching.

Teachers have secure knowledge of the subjects they teach. They think carefully about the experiences they can provide pupils, as they learn the curriculum that will

help the pupils to enjoy their studies and to connect what they do in the classroom with the world beyond school. In science, pupils dissect sheep hearts, in religious education they visit cathedrals and mosques. Occasionally, the work that teachers provide does not help pupils to learn the school's ambitious curriculum goals. Sometimes, teachers, having checked pupils' understanding, do not address pupils' misconceptions effectively.

Ensuring that all pupils can read is the school's number one priority. Teachers share with pupils how reading will help them in all aspects of adult life. A new library, prizes connected with reading, and carefully chosen texts that pupils read all help to promote a love of reading. Pupils who need extra support are quickly identified and receive effective help to develop the accuracy and fluency of their reading.

Pupils with special educational needs and/or disabilities (SEND) are included in all aspects of school life. The 'Frogs' classroom is used to provide precise support to groups of pupils, including those with SEND, who are at risk of falling behind in English and mathematics. Staff use effective strategies to help pupils with SEND build their knowledge.

The school's offer to provide for pupils' personal development is exceptional. The school provides funding for parents to be included in school trips. Whole-school events, such as the 'Winter Wonderland', provide opportunities for pupils to share their learning with parents and to develop their social skills. Pupils can explain British values and protected characteristics. They learn about, and celebrate, difference. One pupil said, 'You can be whoever you want to be at St George's.'

Pupils behave well. On the rare occasions it is necessary, the 'rainbow room' is a safe place for pupils who need a moment of space and calm before quickly returning to their learning.

Staff are proud to work at this school. They value the training they access. Staff support one another and say that consideration is given to their well-being and workload.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Occasionally, the work that teachers provide does not help pupils to learn the ambitious goals of the curriculum. As a result, in some instances, not all pupils leave lessons with the knowledge they need for future learning. The school should ensure that all teachers have the necessary knowledge and strategies to

provide work that helps pupils to learn the knowledge and skills as outlined in the school's curriculum.

- The school has not ensured that there are consistent opportunities for pupils to develop their writing across the curriculum. This means that pupils' writing skills do not always develop as well as they could. The school should ensure that the curriculum enables pupils to learn and apply their writing skills well.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	131490
Local authority	Lincolnshire
Inspection number	10227234
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	195
Appropriate authority	the governing body
Chair of governing body	Baptiste Velan
Headteacher	Katie Barry
Website	www.gainsborough-st-georges.lincs.sch.uk
Dates of previous inspection	7 and 8 February 2017, under section 8 of the Education Act 2005

Information about this school

- The school does not currently use any alternative provision.
- As the school is designated as having a religious character, it is inspected under section 48 of the Education Act 2005, most recently in May 2017.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, other senior leaders, subject leaders, staff and members of the governing body.

- Inspectors carried out deep dives in reading, mathematics, science and religious education. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors met with the subject leaders and scrutinised curriculum documentation for geography, and design and technology. They looked at samples of pupils' geography work.
- Inspectors met with leaders responsible for pupils' behaviour and attendance, personal development and the provision for pupils with SEND.
- Inspectors met with the leader responsible for the early years and visited the early years setting.
- Inspectors met formally and informally with groups of pupils.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered responses received on Parent View, including free-text responses. They also considered responses to the Ofsted surveys for school staff and pupils.

Inspection team

Matthew Fearn-Davies, lead inspector	His Majesty's Inspector
Luella Manssen	Ofsted Inspector

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