



# Gainsborough Parish Church Primary School

Inspection Report

**Unique Reference Number** 120621  
**LEA** LINCOLNSHIRE LEA  
**Inspection number** 280857  
**Inspection dates** 21 March 2006 to 22 March 2006  
**Reporting inspector** Mr. Roger Fry LI

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

<b>Type of school</b>	Primary	<b>School address</b>	Acland Street
<b>School category</b>	Voluntary aided		DN21 2LN
<b>Age range of pupils</b>	4 to 11		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01427612554
<b>Number on roll</b>	283	<b>Fax number</b>	01427 811923
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr.Gordon Fisher
<b>Date of previous inspection</b>	Not applicable	<b>Headteacher</b>	Mrs. Tracy Fulthorpe

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 21 March 2006 - 22 March 2006	<b>Inspection number</b> 280857
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

The school serves the economically disadvantaged area of central Gainsborough and the surrounding area. The majority of children are from White British backgrounds and a small number are from different minority ethnic backgrounds. The proportion of children who have free school meals is average. The school has an average proportion of children with learning difficulties and with statements of their particular needs. Last year, nearly half of the children in Year 6 did not start the school in Reception. The children's attainment on entry to school is below average.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 3**

The Gainsborough Parish Church Primary is a satisfactory school with some good features. Children from all backgrounds make satisfactory progress. Children with learning difficulties also make sound progress. The school provides satisfactory value for money and has the capacity to improve further. The provision in Reception is good. Children make many gains in knowledge and skills and most reach the standards expected nationally by Year 1. Children's standards in Year 2 are average. In Year 6, standards were very low in 2005 but have improved considerably this year. They are now average overall, but standards in science remain slightly below average. The recent improvement is due to the staffing which is now settled and the good leadership from the headteacher and assistant headteacher. Children's personal development and teaching and learning are satisfactory. Children have good attitudes to work and behave well. Parents confirm that their children are happy in school. Many lessons are taught at a good pace and children's interest in their work is developed effectively. At times, the teaching is not as effective because in some lessons the work is too easy for some children. The school cares well for children. There are many clubs and visits that encourage children to value school. Leadership and management are satisfactory. The school has made accurate written judgements about itself in its self-evaluation, but its grading has been too generous at times. However, the areas for improvement below match the school's priorities closely. The school has successfully tackled most of the issues from its previous inspection. However, standards in science are not high enough and there is no subject leader to develop the provision. The provision for many other subjects is inconsistent. Subject leaders have had little time to manage their subjects and check the quality of teaching and learning in them.

### **What the school should do to improve further**

- Appoint a subject leader for science to raise standards and improve children's progress throughout the school. - Develop the roles of the subject leaders so that they have a greater impact on the quality of teaching and learning in classrooms.

## **Achievement and standards**

### **Grade: 3**

When children start school many of them lack the skills and knowledge expected of them in reading and number. Their social skills are also often limited. The provision in Reception is good. Children begin to learn to read, write and use numbers and they concentrate on tasks well. Most reach the nationally expected standards by Year 1. Children's standards of work in reading, writing and mathematics by the end of Year 2 are average. The teaching consolidates the good progress children have made in the Foundation Stage. Children's good attitudes to work aid their progress. In Year 6, children attained very low standards in 2005. Standards in science and mathematics were exceptionally low. In the 2005 national tests, the school missed its targets largely because of changes in staffing and some children joining the school late. This year,

evidence from work seen and from predictions based on assessments indicates that children, including those from different ethnic groups, are back on track to attain average standards in English and mathematics. Standards in science are slightly lower. Higher attainers do not have work that extends them enough. This year children are on target to reach their realistic but challenging targets. Overall, children's progress is satisfactory. Children with learning difficulties also make satisfactory progress. They benefit from the extra adult help. Lessons are well planned and children meet the targets they have in their individual education plans.

## **Personal development and well-being**

### **Grade: 3**

Children's personal development and well-being are satisfactory. Attendance is average. Most children enjoy school and value the good range of additional activities provided for them, during and outside the school day. There have been no exclusions this year, a big drop over the previous year. The school is an orderly community where children behave well during lessons and in the playground. Children acquire many of the skills they will need later in their lives, such as reading, writing, using computers and getting on with others. Children feel safe in school and have a good understanding of the importance of a healthy lifestyle. Older children take on responsibilities willingly, such as through their caring role as 'buddies' for the younger children in the playground and for children new to the school. Children do not have enough opportunities to plan and organise their own learning in lessons. The well established school council is proud of their many ideas which have resulted in improvements to the school's environment. Children participate regularly in community events, such as church services and the Riverside Festival. Overall, children's spiritual, moral, social and cultural development is satisfactory. Their moral and social development is good. During lessons and assemblies children reflect on a wide range of issues affecting their own lives and the lives of others. They are encouraged to appreciate the beauty of the world around them and to respect different beliefs and cultures.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory. There are consistent strengths in the warm relationships and in the gentle but firm management of children. Classrooms are calm places. Teaching assistants make a valuable contribution to learning. Techniques such as 'talk partners' and perceptive questions from teachers matched to children's differing abilities encourage participation by all. Tasks, such as in Reception, where children made junk houses for snakes and other animals brought in by a visitor, add interest to learning and engage them, and hence they make good progress. These positive factors are not found in all lessons. In a less effective literacy lesson, children were confused about what to do and about how to judge the quality of their writing. Work in books shows that tasks are not always matched to children's abilities. Higher attaining

children, for example, may follow a challenging activity in science with work which is too easy. In mathematics, problem solving lessons are separate from, rather than part of, everyday learning. Marking is not consistent. Some is encouraging rather than evaluative. However, children's written work in literacy in Years 5 and 6 is very well marked and children know exactly what they need to do next and how their work compares with that of children nationally.

## **Curriculum and other activities**

### **Grade: 3**

The quality of the curriculum is satisfactory. Revised planning usefully identifies links between subjects and along with the increasing use of theme days, endeavours to make learning interesting. For example, older children worked creatively with dance and song performers from America and their enjoyment was obvious to see. Curricular plans are implemented successfully in Years 1 and 2. In Years 5 and 6, some work of a mundane nature is still present and does too little to foster the promotion of key skills, such as in science. Writing is not well developed through other subjects. In the Foundation Stage a suitable balance is accomplished between child and adult led activities, which is less common elsewhere. Productive links with nearby secondary schools have added to children's experiences, especially in the arts and sport. The good range of trips, the regular visitors to the school and the wide range of popular clubs for children of all ages to join, add significantly to children's enjoyment of school.

## **Care, guidance and support**

### **Grade: 2**

Children receive good care, guidance and support. The school's good links with outside agencies supports pupils' pastoral needs well. These links also support pupils with special educational needs effectively. Parents have considerable confidence in the school. The school helps children make sensible choices about what they eat and how they behave. Children say they feel safe and well looked after. The provision made for children who have learning difficulties and disabilities meets their needs soundly. In several subjects the school supports the talents and gifts of able children well. For example it provides some 'master classes' for children in Year 6. This growing provision is a good feature. The 'Pyramid' club for children who need a boost to their self-esteem works well. As one ex-pupil said, it helped her to, 'Talk about her worries and to make new friends.' The system to check on children's progress is effective. The school knows which children are achieving well or who are underachieving. There are thorough systems to ensure children's welfare, including those for child protection, which are quickly instigated if needed.

## **Leadership and management**

### **Grade: 3**

The leadership and management are satisfactory. The headteacher and assistant headteacher have continued to build up the confidence of staff so that they work

together more effectively. Consequently, the school has recently been recognised as an 'Investor in People.' The senior team have successfully focused teachers' minds on improving the school further this year but realise there is still much to be done. The positive approach to change for the better has led to children's improving rates of progress. The school makes sure that all have equal opportunities to participate in what it offers. Checks on the school's work are carried out rigorously by the headteacher. Governors, staff, children and parents are consulted effectively. As a result, the school has an informed basis upon which to move forward. However, standards in science are not high enough and there is no subject leader to develop what the school offers children. The provision for many other subjects is inconsistent and subject leaders' roles are an area for development. Subject leaders have not had a major impact on teaching and learning in classrooms to raise standards. Their action plans are constructive, but they have had little time to check what is done in classrooms. Governance is satisfactory. Governors are committed to improving the school's performance further and are now better informed about its strengths and areas for development. Governors make some useful checks on the school's work, such as by meeting subject leaders to hear about progress. The record of recent change for the better puts the school in a position to improve further. The school provides satisfactory value for money.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	3	NA
The extent to which learners adopt safe practices	3	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

### **Text from letter to pupils explaining the findings of the inspection**

We enjoyed visiting your school and meeting you all. Thank you very much for being so friendly and helpful. We liked many of the things we saw. Here are some of them. - You are making steady progress with your work. - Your attitudes to work and behaviour are good. - You enjoy school and get a lot out of the clubs you attend and visits you make. - You are growing into responsible young people and the school council works well. - Adults look after you well. Teachers make sure that classrooms are calm places in which to learn. - Your headteacher and assistant headteacher lead the school well. There are two things the school should do to make it better. We are asking the school to: - Make the work you do in science more interesting and harder at times, and for a teacher to organise the subject across the whole school. - Give other subject leaders time to carry out their duties and improve the teaching and your learning in your lessons. I wish you all every success in the future.