

The Gainsborough Charles Baines Community Primary School

Inspection report

Unique Reference Number	120492
Local Authority	LINCOLNSHIRE
Inspection number	291757
Inspection dates	21–22 June 2007
Reporting inspector	Keith Edwards

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 on roll	190
School	
Appropriate authority	The governing body
Chair	Mr John Houlton
Headteacher	Mrs Angela Waplinton
Date of previous school inspection	8 October 2001
School address	Baines Road Gainsborough Lincolnshire DN21 1TE
Telephone number	01427613812
Fax number	01427811339

Age group	4–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The school serves a large estate on the outskirts of Gainsborough. Pupil mobility is above average and numbers on roll have risen since the last inspection. Almost all of the pupils are of White British background and almost all come from homes where English is the first language. The proportion of children eligible to a free school meal is above average. Attainment on entry to the school is usually below average. The proportion of children with learning difficulties and disabilities, including those with statements of special educational needs, is above that of most schools. The school is being led by a long term member of staff who is acting headteacher for this term. A substantive headteacher has been appointed for September 2007.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The school provides a satisfactory quality of education. The acting headteacher is successfully guiding the school through an unsettled period that has seen staffing difficulties and standards of achievement for pupils in Year 6 falling. Nevertheless, the headteacher has remained resolute in her determination to bring about improvements and this upturn is now evident in the pupils' work. Current standards in English and mathematics in Year 6 are broadly average. This denotes a vast improvement on 2006 with achievement being satisfactory. Throughout this unsettled period, the school has retained the confidence of the parents and of the local community. One appreciative parent, whose views are echoed by many others, commented, 'As parents we have found at Charles Baines Primary the peace of mind and academic security we were seeking for our child and we happily sing its praises to all'.

The school has made satisfactory progress since the last inspection. Until recently, apart from the occasional dip, standards in Year 2 in reading, writing and mathematics have risen year-on-year. This is because the children are given a secure start to their learning in the Foundation Stage and the teaching in Years 1 and 2 has built on this. Currently however, there remains scope for greater challenge for the pupils in Year 2, particularly in reading and writing, to ensure that they are achieving their best. The overall quality of teaching and learning is satisfactory, with clear examples of good practice in Years 5 and 6. In these classes, teachers are making much better use of data and are raising their expectations of the pupils. Throughout the school, the well planned curriculum captures the pupils' interest and motivates them. Boys and girls achieve equally satisfactorily. Because they are well supported, those pupils who find learning difficult make appropriate gains in acquiring the basic skills. Pupils are encouraged to apply their skills to solve problems, particularly in science where the strong emphasis on scientific enquiry and practical investigations has honed their thinking skills and helped to raise standards.

The school has retained its strong caring ethos and the personal development of the pupils is a strength. The pupils' social development is well promoted through imaginative use of group work and the school's reward systems. The school is particularly successful in managing the above-average levels of pupil mobility and settling new children well. The school's ethos and the range of opportunities available to the pupils strongly support their personal development and keep them interested. As a result, the pupils enjoy their schooling and attendance rates are rising. The pupils' good personal development is the result of effective care, guidance and support. The school has the respect of the community that it serves and works well with other agencies to develop teaching and learning.

Leadership and management are satisfactory. The school's view of itself is broadly accurate and its strategy for strengthening its effectiveness is gaining momentum with the recent development of assessment and tracking procedures. The headteacher is committed to teamwork and ensuring that the pupils benefit from a secure and nurturing environment. The governors' contribution is satisfactory as they are beginning to hold the school to account as well as providing invaluable support. They recognise that greater rigour is required at all leadership levels in evaluating the pupils' learning experiences and raising expectations of pupils' achievements year-on-year. Currently, the school provides satisfactory value for money and has a sound capacity to improve.

What the school should do to improve further

- Improve the quality of teaching so that it is consistently good.

- Raise standards, particularly in reading and writing in the Key Stage 1 classes.
- Develop the role of the middle managers in monitoring the work of the school.

A small proportion of schools whose overall effectiveness is judged to be satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next Section 5 inspection.

Achievement and standards

Grade: 3

Achievement is currently satisfactory. Standards are rising again in the Key Stage 2 classes because the school has worked carefully on an intensive support programme and has sharpened its assessment and tracking procedures. Teachers and pupils now have a much clearer idea of what is required to raise standards and are determined to do better. This is a welcome turnaround after a period when achievement has been unsatisfactory. Currently, standards in English and mathematics in Year 6 are average. These are in line with this group's starting points and represent satisfactory progress. Standards in science are above average because the pupils benefit from a very practical, investigative approach. Although the pupils have made satisfactory progress in Key Stage 1, current standards in reading and writing are below average. However, the school has clearly identified why standards have slipped recently and has begun to take effective remedial action.

The high proportion of pupils with learning difficulties benefit from sensitive support that breaks down learning into small steps. Standards in information and communication technology (ICT) are improving through enhanced resourcing and training for staff. The pupils are very successful in a range of sports and are proud of their achievements.

Personal development and well-being

Grade: 2

The pupils' personal development and well-being are good. The school has made attendance a priority and this has resulted in a rapidly improving situation. Attendance rates are now in line with the national average and the pupils arrive at school punctually. The pupils' behaviour is good around the school and in lessons. They report that incidents of poor behaviour are rare and they trust the staff to deal with any problems that might occur. Pupils are courteous, polite and helpful. They welcome the school's recent initiatives to promote a healthy lifestyle and know how to keep safe. They enjoy the full range of sporting and musical activities that the school has to offer and are pleased to share their achievements with the local community. The pupils' spiritual, moral social and cultural development is good. There has been good progress in enabling the pupils to understand a range of cultures and faiths from around the world. The pupils care for each other, mix well and take their responsibilities seriously. Through the activities of the school council, pupils successfully raise money for school equipment and work very well in groups to support charities. The pupils' academic progress combined with their well-developed social skills, provide a secure base for the next stage of their education.

Quality of provision

Teaching and learning

Grade: 3

Teaching is satisfactory overall with some good practice, particularly in classes for older pupils. There is variation in the quality of teaching across the school, particularly in the Key Stage 1 classes, and as a result, in the rate of progress pupils make. The school has recognised this inconsistency and is seeking to address this through regular monitoring and support. Particular strengths in the teaching lie in the good relationships between adults and pupils and the emphasis placed on the promotion of pupils' personal and social development. Pupils are managed well which results in good behaviour. Lessons are planned carefully and in the most effective lessons teachers use a range of methods and resources which engage pupils' interest. In the more effective lessons, teachers' expectations are high, the work that pupils do is well matched to their capabilities and the teachers explain carefully what they need to do to improve, though not all teaching is of this quality. Teaching assistants work closely with teachers to help all pupils participate fully in lessons. They are particularly effective in supporting those who need individual help.

Curriculum and other activities

Grade: 2

The quality of the curriculum is good. The school provides a good range of activities to help children learn and to make learning creative and exciting. The curriculum is particularly well enriched with a wide-ranging programme of visits including residential visits and visitors to school. The special activity days and weeks such as the 'Healthy' week and the 'Mathematical Strategy' day, enable the pupils to develop a range of skills. The curriculum for the Foundation Stage children is well focused on developing social and early communication skills. Through this approach the youngest pupils make satisfactory progress and are able to access other areas of learning. Throughout the school there is a strong emphasis on promoting pupils' personal and social development so that they have a good understanding of staying safe, of keeping healthy and of citizenship. A good range of out-of-school activities including sports and arts provide further support. These attract many pupils and make a strong contribution to their learning and enjoyment. The school makes good use of the local community as a resource for learning.

Pupils with learning difficulties are well supported. Although the school has identified a number of pupils who have special gifts and talents it is only just beginning to develop opportunities to challenge these pupils further through additional learning experiences.

Care, guidance and support

Grade: 2

This aspect of school life is good and both parents and pupils appreciate the effort that the school makes to ensure that pupils feel safe, secure and valued. Procedures for health and safety and risk assessments are secure and child protection procedures are known and followed by all staff. Pupils are happy in school and know that should they have a problem there is always someone they can go to. Recent strategies to improve pupils' behaviour and attitudes have been very effective and contribute to their good personal development. The school provides good support for those pupils with learning difficulties and has good links with outside agencies

which provide additional support where necessary. The school has developed good procedures to assess and monitor the pupils' academic progress. These are used well to identify pupils with learning difficulties as early as possible and to set class and individual targets so that pupils know what they need to learn next, though there is a need for more challenge in reading and writing at Year2.

Leadership and management

Grade: 3

The leadership and management of the school are satisfactory. The acting headteacher has remained determined to improve the quality of education in the face of staffing difficulties. It is only now that standards are beginning to improve as greater rigour in the monitoring of pupil progress has been introduced. The school's capacity for improvement is satisfactory currently. The staff function well as a team and they are beginning to develop their roles and responsibilities in evaluating achievement. But there is still much to be done in developing the accountability of the staff for the pupils' performance.

Governors are committed to the work of the school and provide conscientious support. Their awareness of their responsibility to hold the school to account has grown but there is a need for the further development of their role as critical friends, particularly in terms of monitoring standards.

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Annex A

Inspection judgements

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

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

Achievement and standards

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

Personal development and well-being

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

The quality of provision

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

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

23 June 2007

Dear Pupils

Inspection of The Gainsborough Charles Baines Community Primary School, Gainsborough, Lincolnshire, DN21 1TE

Miss Rogers and I really enjoyed our visit to your school because everybody was so helpful and friendly. We were very pleased to be able to work with you in your classrooms, join in with your assemblies and meet with the school council. We can understand why you enjoy your school so much as there are many things that make your school special. Here are some of them:

- You clearly want to do your best to learn in lessons and are prepared to work hard.
- Everybody understands the school rules and you behave well.
- Everybody tries to be friendly, thoughtful and helpful. Well done!
- All of the teachers want you all to enjoy school and to do well.
- The school provides a good range of activities and visits to keep you interested.

But, of course, as in all schools, there are still things that can be done to make your school even better:

- Firstly we know that you can do even better with your work, particularly your reading and writing, and we are asking your teachers to keep on trying to improve your lessons so that they are all good and you can become more skilful.
- We also want the teachers and governors to keep a more careful eye on what works well in the school and what needs further improvement.

We would like to wish you all the very best for the future.

Yours sincerely

Keith Edwards Lead inspector