

# Gainsborough Primary School

## Inspection report

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<b>Unique Reference Number</b>	102720
<b>Local Authority</b>	Newham
<b>Inspection number</b>	308099
<b>Inspection dates</b>	26–27 September 2007
<b>Reporting inspector</b>	Robert Lovett HMI

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	303
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Micheal Horton
<b>Headteacher</b>	Mrs Linda Bryan
<b>Date of previous school inspection</b>	31 March 2003
<b>School address</b>	Gainsborough Road London E15 3AF
<b>Telephone number</b>	020 7476 3533
<b>Fax number</b>	020 7511 2922

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors.

## Description of the school

This is a school in transition. Following the retirement of the long serving headteacher the deputy headteacher was appointed to lead the school from September 2007 and a new deputy appointed. The school is in an area of considerable economic disadvantage and is part of the 2012 Olympic regeneration zone. While this has resulted in a gradual fall in roll, it remains larger than most similar schools. The community the school serves is culturally diverse and pupils speak more than twenty home languages. The recently completed accommodation for the Foundation Stage and attractive outside area complements the imposing Edwardian architecture very well. The school provides additional provision for pupils with autism.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Gainsborough is a friendly and welcoming school where staff and pupils show an obvious pride in their achievements and the physical environment. Classrooms and communal areas such as corridors, halls and playgrounds are glisteningly clean, bright and litter free. Pupils are happy and polite with positive attitudes to work and life. It is an inclusive school and pupils say they feel safe. They clearly value the widely varying abilities, talents and cultures represented. The new leadership team has quickly established a clear focus on school improvement. They have recently introduced a number of initiatives focused on raising standards and ensuring all pupils do as well as they can. These include more systematic monitoring of teaching and learning, a greater focus on creativity in the curriculum and more rigorous systems for tracking the progress pupils make. This is an important improvement because the monitoring of pupils' progress has not been detailed enough. As a result, some pupils, particularly some of the more able, have not achieved as well as they should because their work has lacked sufficient challenge. These initiatives have the potential to raise standards in the coming year but it is too early to be able to judge their effectiveness.

When children enter the Nursery, most have communication and other skills that are very low. They make good progress in the Foundation Stage although standards are still well below average when they enter Year 1. During their time in Key Stages 1 and 2 most pupils make satisfactory progress and some make good progress. However, because of the high proportion of pupils with learning difficulties and disabilities (LDD) and because most pupils have a lot of catching up to do standards are well below average. The school has set ambitious targets for improvement. Senior managers recognise that if pupils are to do as well as they could then the rate of progress will have to increase and more teaching will need to be good or better. Although whole school and group targets are ambitious and securely in place, some pupils are unsure of their individual targets for improvement or how to reach them.

The school actively promotes an understanding of healthy living and pupils run a healthy tuck shop. Although this is an accredited Healthy School the leadership team and school council are enthusiastic about improving the range and quality of healthy food further.

While standards are well below average overall, pupils' good relationships, positive attitudes to work and satisfactory skills in information and communication technology (ICT) mean their preparation for the next stage of learning and the world of work are satisfactory.

## Effectiveness of the Foundation Stage

### Grade: 2

Because of the warm and welcoming environment children settle quickly into the school. All children are well supported including those new to English. In the Nursery and Reception classes a good range of stimulating activities are planned across all areas of learning. Teaching and learning are good. Children are encouraged to be independent and make choices. They enjoy the learning opportunities provided, as one child remarked 'I like it because the teacher lets me do it on my own'. Children show caring attitudes, work well together and benefit from good questioning during the focused work.

## What the school should do to improve further

- Provide clearer guidance for individual pupils on how to improve their work.

- Raise standards for more able pupils by ensuring work is more challenging.
- Monitor more rigorously the progress pupils make.

A small proportion of the schools whose overall effectiveness is judged 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**

Many children enter the Nursery with levels of knowledge and skills that are very low. Their language and communication skills are particularly poor. Because teaching is good, children make good progress in the Foundation Stage. While standards at the end of Year 2 have fluctuated over the last few years they are generally well below average.

In 2006, standards by the end of Year 6 were below average having risen steadily over a number of years. Early indications are that standards fell in 2007 and some of the most able pupils have not done as well as they should. This fall in standards is in part because of changes in the pupil population and a higher proportion of pupils with LDD. It is also because the progress of some more able pupils is not monitored with sufficient rigour to ensure appropriately challenging work. Pupils currently in Year 6 are making satisfactory progress. Pupils speaking a first language other than English are well supported and make good progress.

Pupils with LDD, including those with complex learning needs make good progress because individual education plans support their learning well.

The school has set challenging targets for all pupils. Those for Year 6 are particularly ambitious and a recent analysis suggests the school is well placed to achieve them.

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

### **Grade: 2**

Pupils' spiritual moral, social and cultural development is good. Assemblies provide a valuable opportunity for pupils to meet together and successfully reinforce the moral and spiritual values of the school community. Most pupils are confident and behave well in lessons and around the school. Relationships between pupils and with adults are good.

Attendance is satisfactory and is above the local authority average. This is because pupils look forward to coming to school and enjoy the 'fun activities'. They say they feel safe and free from bullying and harassment because poor behaviour is dealt with quickly and fairly. They know they can go to an adult if they have any worries and that their views are important.

Pupils enjoy the projects they do with other schools such as history, music, Young Enterprise and technology. The school choir is particularly active and has recently performed at the Barbican Centre and the Royal Festival Hall.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Although teaching is satisfactory overall, in lessons seen there was much good teaching. Recent changes to the curriculum have enthused both teachers and pupils. Pupils in all classes are

eager to contribute to lessons and most enjoy learning. They listen to adults and each other with care and respect. The school has an appropriate and effective focus on improving pupils' speaking and listening. It needs to ensure a similar focus on improving pupils' writing. Expectations of writing should be higher and made more explicit at the beginning of lessons. The marking of pupils work is frequent and detailed. It could be improved further if the analysis of how well pupils are doing was more rigorous. School, group and individual targets have recently been set but not all pupils are aware of these or what they need to do to meet them. Teaching assistants are deployed effectively and make a good contribution to teaching and learning.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is broad and balanced and offers additional provision such as a modern foreign language (Italian). The school has recently introduced a creative curriculum that has led to much stronger links between subjects. However, this has not been in place long enough to impact on raising standards. The curriculum is enriched by a good range of additional activities including visits, after school clubs and enthusiastic participation in musical and sporting events. These lunchtime and after school activities have made a significant contribution to motivating some disaffected pupils by improving their self-esteem and raising standards.

Special events such as the 'Victorian Day', when pupils dress up and experience aspects of Victorian life, help make lessons come alive and increase the fun of learning. The good ICT resources are used effectively to enhance pupils' work across a range of subjects. There is good provision for pupils who are gifted and talented.

## **Care, guidance and support**

### **Grade: 3**

Pastoral care and support are good, but academic guidance for most pupils is satisfactory. The school has robust procedures in place to ensure that pupils are safe and well cared for. Checks on the suitability of adults who work in the school are appropriately robust. Safeguarding procedures are regularly reviewed with staff. Liaison with other agencies to help meet the needs of pupils with disabilities or other vulnerable pupils is good and results in sensitive and effective inclusion. The provision of a learning mentor is a valuable resource that provides opportunities to raise pupils' self-esteem and enhances the support the school provides to parents.

The Welcome Book and the allocation of 'buddies' help pupils new to the school to settle. The school council is very positive about the supportive and inclusive nature of the school. Transition arrangements for pupils moving to secondary education are well established.

## **Leadership and management**

### **Grade: 3**

The newly appointed headteacher and deputy have introduced a number of initiatives to improve the quality of teaching and learning. While these have the potential to raise standards, it is too early to be able to judge their impact. Many subject leaders are relatively new to their roles and have differing levels of knowledge and expertise. The strongest subject leaders, such as physical education and music, know their subjects well and have detailed plans in place to monitor standards and assess progress. Those subject leaders who are less experienced receive

good support and professional development. Leadership of inclusion is very good. The inclusion manager has established very good procedures for the early identification, referral and monitoring of pupils with LDD and complex learning needs.

Staffing is well managed to provide a good level of continuity in spite of some long-term absences and the decline in the school roll. The expected recovery in numbers, following successful regeneration of the locality, is being well prepared for.

Parents are overwhelmingly positive about the school with many believing 'staff are doing their best to help with my child's work'. However, at present they make a limited contribution to the life of the school.

Governors provide satisfactory support for the school. The school development plan provides governors with a useful tool to monitor the progress of the school. However, its usefulness would increase if success criteria were more closely linked to raising standards and timescales were clearer.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	3

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	4
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	2

### 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 extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	3
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?	3
How well are learners cared for, guided and supported?	3

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

8 October 2007

Dear Pupils

Inspection of Gainsborough Primary School, London, E15 3AF

I would like to begin by thanking you for making me and the other inspectors so welcome when we visited your school recently. We really enjoyed talking to you and looking at the work of the school. We think yours is a satisfactory school and that the headteacher and all the staff are eager to help you do better. There are some things the school already does well and we have made some suggestions for things we think you could all improve.

We think your behaviour is good; you get on well with each other and with adults and you have many opportunities to take part in clubs and sports after school and at lunchtime. You are all rightly proud of your school and you look after the buildings and grounds very well. You told us that you enjoy school, feel safe and like to help each other. (Thanks again to the newly elected school council for meeting with one of my colleagues). We were really impressed with your achievements in sport and know that your choir has even performed at the Royal Festival Hall! Those parents and carers who wrote to us are very positive about the school and say they are pleased with the care and education you receive.

Now here are the things we think you can improve on;

- Some of you were not sure about what you were expected to achieve or how to improve your work. We have asked the school to be clearer about this. You can help by asking your teacher if you are uncertain about how to make your work better.
- We all want you to do better especially in English, mathematics and science. We have asked the school to keep a close eye on your progress and take action if you are not doing well enough.
- Some of you have found work too easy and so have not done as well as you could. We have asked the school to make sure the work set is just right for you. While we expect you to work hard and have a go you should tell your teacher if the work is too easy (or too difficult) for you.

I hope you have a good year ahead. I am sure you will all try to do your best so that you can continue to be proud of your school.

Yours sincerely

Robert Lovett,

Her Majesty's Inspector of Schools (on behalf of all the inspectors)