

Gainsborough Primary School

Inspection report

Unique Reference Number	100225
Local Authority	Hackney
Inspection number	335507
Inspection dates	28–29 April 2010
Reporting inspector	Susan Thomas-Pounce

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	400
Appropriate authority	The governing body
Chair	Mat Webb
Headteacher	Clare Pike
Date of previous school inspection	5 July 2007
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Introduction

This inspection was carried out by three additional inspectors. The majority of time was spent looking at learning, and 22 lessons were observed, with 18 teachers seen. Meetings were held with senior and middle leaders, the chair of governors, and representatives from the Learning Trust, including the associate headteacher and pupils. Inspectors observed the school's work, and looked at records for the tracking of pupils' progress, the school improvement plan, local authority reviews, a range of school documents and 86 returned questionnaires from parents and carers, 99 pupil questionnaires and 39 staff questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- achievement and attainment, particularly in mathematics, in order to determine whether teaching and the curriculum are sufficiently challenging
- the quality of provision and improvements in the Early Years Foundation stage
- the effectiveness and rigour of school evaluation by leaders at all levels to improve outcomes

Information about the school

This is a large inner city primary school located close to the 2012 Olympic site. Pupils come from a wide range of minority ethnic backgrounds. Although over half speak an additional language to English, very few are in the early stages of speaking English. The proportion of pupils who are eligible for free school meals is significantly above average. Likewise the percentage of pupils with special educational needs/and or disabilities is also above average, although the proportion of pupils who have statements of special educational need is below average. Pupil mobility has been high, with an above average proportion leaving and joining the school partway through the year. Since the previous inspection, the school has experienced a high turnover of staff. Staffing has now stabilised. The school is led by a head of school supported by an associate headteacher. This is an interim arrangement and the governors plan to appoint a substantive headteacher this year. The school is part of the Olympic Delivery Authority Construction Crew Project to share information with the wider community about the developments. The school has won several awards; these include Healthy Schools and Arts Mark.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Since the previous inspection, the school has experienced disruption to the quality and stability of teaching and senior leadership. Under the guidance of the current leadership team and with significant support from the local authority, the decline in standards has been halted and progress is now accelerating. Consequently Gainsborough is a satisfactory school. Morale is high and teamwork is developing well. Most aspects of pupils' personal development are good, including their spiritual, moral, social and cultural development.

The school monitors attendance rigorously and pupils are made aware of the importance of attending school. Despite its best efforts, attendance remains well below the national average for a significant minority of pupils. Attendance data demonstrates improvement as children move up through the school. The staffing turbulence and pupils' low attendance had a negative impact on the drive to make improvements. In 2008, attainment at the end of Key Stage 2 dipped to below average in English and mathematics and in 2009, standards dipped to below average in Key Stage 1. The head of school and the deputy headteacher, with close support from the associate headteacher, are now successfully bringing about improvements. Better use of targets for all pupils, more frequent and accurate tracking of progress and higher expectations have resulted in improved learning and progress across the school. This is more marked in the upper school, where standards at the end of Key Stage 2 are now broadly average and most of these pupils make the progress expected of them. The school recognises that they need to ensure that all pupils develop the expected skills in literacy and numeracy, especially those in Key Stage 1. Where there has been a significant improvement focus, for example in mathematics, attainment has improved. The school acknowledges that teaching needs to be consistently good or better in order to raise achievement, particularly for the younger pupils and those capable of tackling more challenging work. Inspectors found some good teaching, which in turn is leading to improved progress, but this is not yet consistent across the school. In some lessons, insufficient attention was given to independent learners, who need specific guidance to sustain concentration on what they are asked to do. Although self-assessment by pupils is an increasing feature, staff often miss opportunities throughout lessons to check on pupils' learning and address any confusion pupils have. All groups of pupils make satisfactory progress, including those with special educational needs and /or disabilities and those at an early stage of learning English as an additional language.

Restrictive access to the outdoors limits the opportunities for children in the Reception class to learn independently across the six areas of learning. To compensate in the short term, the school has recently created a space within the school hall to provide more

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opportunity for children to investigate, explore and develop their physical skills. Senior leaders are working with the local authority on a more permanent solution.

Leadership and management, including governance, are satisfactory, with good partnerships in place to promote pupils' learning and well-being. With good support from the local authority, school self-evaluation, based on perceptive monitoring of lessons and rigorous tracking of pupils' work, has given leaders an accurate picture of the school's strengths and areas for development. Together with arrangements for tracking pupils' progress that are much improved since the last inspection, shows satisfactory capacity for further improvement.

What does the school need to do to improve further?

- Improve the quality of teaching and learning to make it consistently good to ensure that pupils' achievement is improved, especially in Key Stage 1 by:
 - ensuring all staff make clear to pupils what they expect them to learn and regularly check during the lesson how pupils are learning
 - taking swift action to deal with any confusion that pupils may have with the given task
 - raising the level of challenge for all pupils, particularly those of higher ability.
- Improve provision in the Reception class by:
 - ensuring that outdoor provision matches the quality of the classrooms.
- Improve attendance so it is at least in line with the national average by:
 - persisting with the effective strategies already in place to work with parents to tackle the persistent absence of a significant minority of pupils.

Outcomes for individuals and groups of pupils

3

Achievement is satisfactory overall, although it is uneven across the school because of inconsistencies in the quality of teaching and assessment. The improvement in 2009 test results and pupils' current work, together with evidence of the school's progress tracking data, show that the school has turned a corner and standards are rising. This is particularly so for the older pupils who are attentive in lessons and enjoy working with a partner or in a group. The quality of pupils' learning seen during the inspection was at least satisfactory and sometimes good. In some lessons, the level of challenge is too low, especially for more able pupils who were found to be making slower progress. Pupils have developed good strategies to keep safe, healthy and fit. They say they feel safe and are confident that adults will help them if they have concerns. They behave well in lessons and around the school. Pupils have a good understanding of why it is important to adopt healthy lifestyles. They enjoy healthy lunches and the many sporting activities the school offers. Pupils enjoy learning and concentrate well when they are clear about what is expected of them. Inspectors were told by pupils, 'Our teachers make lessons exciting and make us feel important.' Pupils understand the recently introduced assessment procedures and often make good use of the 'green pen' question

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system which helps to extend their learning. Overall, the skills pupils acquire prepare them satisfactorily for the future. Levels of attendance are below average for a significant minority of pupils.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The planned interventions such as one-to-one tuition and booster groups, together with good quality support from teaching assistants, have resulted in recent improvements to progress and standards. This is particularly the case in upper Key Stage 2 where the school has invested in writing and mathematics tutorials. Strengths in Years 5 and 6 include work that is more closely matched to pupils' needs and the ability of pupils to talk about their learning and what they need to do to make it better. In most lessons seen, good relationships and good behaviour effectively supported learning. The recent revision of assessment procedures is helping teachers to be clearer about pupils' next steps in learning. Working walls, curricular targets and detailed planning have begun to improve the pace of learning. However, the improved progress for more able pupils is not consistent and the school recognises it is better in Years 5 and 6. The school has

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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identified this as an area for improvement.

In order to give more structure to teaching and learning in literacy and mathematics, the curriculum has recently been revised. Termly topics have been retained to support the wider curriculum development. These are launched by theme days such as Africa Day when children worked with an African drum group and parents contributed African food. Visits and visitors extend pupils' understanding of the wider world. After attending a performance at the Royal Opera House, Year 2 pupils have now embarked on the ambitious project of writing and performing their own opera. There are a wide range of well-attended clubs available and the developing links with the Olympic site have greatly enhanced curriculum opportunities. This is most noticeable in the high level of take-up and interest in sport and in local studies. Children appointed as ambassadors have reported back on their meetings with the Queen, Desmond Tutu and the Mayor of London. Recent developments to improve the quality of teaching and learning and make the curriculum more relevant are impacting on the pace of progress.

Well-organised care, support and guidance arrangements make a strong contribution to pupils' well-being and learning. Pupils with special educational needs and/or disabilities, vulnerable pupils and those who join the school at various times throughout the year receive particularly good care and support. The school involves a number of external agencies to help and support pupils and families. Effective links with social services, the Children's Centre and specialist therapies contribute to the good care and support all pupils receive.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The good leadership of both the head of school and deputy headteacher has successfully steered the school through the continuing period of change. Significant organisational challenges have been overcome and staffing consolidated. Leadership and management of teaching and learning are satisfactory and improving rapidly. Although many leaders and managers are new in post, many important actions have been put into place over the last year. Some of these have already proved effective. Examples include the improvement in rates of progress and the rising trend in standards. Improving self-evaluation structures are building on the timely support from the local authority. Support from the skilful associate headteacher has been measured, practical and relevant to the needs of teachers and senior staff.

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Governors know the strengths and areas for development in the school. They are beginning to focus more rigorously on outcomes for pupils. The promotion of equal opportunities is satisfactory, reflecting the variable teaching provision. The latest school data confirms that the school is improving. Nevertheless, the senior leaders recognise that there is still much more to do, particularly to improve the quality of teaching and learning and thereby raising achievement for all pupils.

There are a number of aspects of leadership and management which are good. These include the school's engagement with parents and work with external partners. Safeguarding arrangements are good and meet all requirements, successfully ensuring that the school is a safe, secure environment. Good community cohesion is a key part of the success of this school. As a result, pupils hold a deep respect for differences in lifestyles and faith. The school takes part in many local faith and community activities and has links with other schools both nationally and abroad. Pupils' understanding of the diversity of the modern world and their contact within it have been greatly enhanced through their close proximity and involvement in the development of the 2012 Olympic site.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Most children enter the Nursery or Reception classes with skills which are well below the expected levels for their age. Well-established routines and a system of individual key workers ensure that children are kept safe and well cared for. Parents feel confident to talk to staff, and children settle quickly. The school has worked hard to develop a wide range of interesting and stimulating activities, so that children make at least satisfactory

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progress. Despite uncertainty about staffing and numbers, the leadership team have begun to develop the learning environment to increase the pace of progress. In the best sessions, children play independently with skilled adult support for their progress. However, this is inconsistent, and sometimes opportunities for learning are missed. Creative efforts have been made to compensate for building restrictions, but the lack of an easily accessible outdoor environment is a continued barrier to learning opportunities across all areas of the curriculum.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The majority of parents and carers who responded through the completed questionnaires were happy with the school's provision and indicated that their children enjoyed school. A significant minority had concerns about the progress their children made and how the school takes account of their views. The inspectors agree that progress in the past has been too slow; even though more needs to be done, they found pupil progress to be satisfactory and improving. Staff make considerable effort to be available to listen to parents and the work of the family support worker, parenting classes and the school website all successfully contribute to the school's effort to engage with families more effectively.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Gainsborough School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 86 completed questionnaires by the end of the on-site inspection. In total, there are 390 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	46	53	31	36	7	8	0	0
The school keeps my child safe	38	44	45	52	2	2	0	0
The school informs me about my child's progress	36	42	46	53	2	2	0	0
My child is making enough progress at this school	29	34	45	52	8	9	1	1
The teaching is good at this school	32	37	43	50	8	9	0	0
The school helps me to support my child's learning	26	30	51	59	8	9	0	0
The school helps my child to have a healthy lifestyle	27	31	50	58	6	7	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	23	27	47	55	6	7	0	0
The school meets my child's particular needs	21	24	50	58	11	13	0	0
The school deals effectively with unacceptable behaviour	27	31	48	56	8	9	0	0
The school takes account of my suggestions and concerns	25	29	42	49	15	17	0	0
The school is led and managed effectively	23	27	50	58	7	8	2	2
Overall, I am happy with my child's experience at this school	35	41	39	45	8	9	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



30 April 2010

Dear Pupils

Inspection of Gainsborough Primary School, London E9 5ND

On behalf of the inspection team, I would like to thank you for your friendly welcome. We enjoyed meeting and talking with so many of you, sharing lunch, looking at your work and visiting your lessons. We felt your excitement at being so near to the building of the Olympic Stadium. We were so pleased to see that you are not only really good ambassadors for the school but also getting so much fun from the many sports training opportunities on offer. Here are some of the good things we liked about your school:

- Your teachers take good care of you.
- Your behaviour is good and you know how to keep healthy.
- You make a strong contribution to the community locally.

Although we think the school has some good parts, we have judged it as satisfactory. This is because most of you are making satisfactory progress in reading, writing and mathematics. We, and the adults in your school, want you to make good progress and reach above-average standards. We have asked your school to:

- improve teaching, so that you are all clear about what you are to learn
- regularly check your learning during your lessons
- make sure the teachers always give you work that is just right for you
- find ways that the children in the Reception class can learn regularly in an outdoor area
- improve attendance.

We want you all to try extra hard to help your school improve even more. You can help by coming to school everyday. I wish you every success for the future.

Yours sincerely

Susan Thomas-Pounce

Lead inspector

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