

# The Gainsborough Charles Baines Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	120492
<b>Local Authority</b>	Lincolnshire
<b>Inspection number</b>	339710
<b>Inspection dates</b>	30–31 March 2010
<b>Reporting inspector</b>	Andrew Stafford

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	189
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rachel Connelly
<b>Headteacher</b>	Nigel Walter
<b>Date of previous school inspection</b>	21 June 2007
<b>School address</b>	Baines Road Gainsborough DN21 1TE
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## Introduction

This inspection was carried out by three additional inspectors. Sixteen lessons were seen and seven teachers observed. Inspectors observed some short teaching sessions and held meetings with groups of pupils, governors and staff. They observed the school's work, and looked at pupils' workbooks, assessment records, school policies, school development plans and reports from the School Improvement Partner. Forty three parent questionnaires were received, analysed and considered alongside questionnaires completed by the pupils and staff.

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

- the school's analysis of the different rates of progress made by boys and girls, and by pupils in Key Stage 1, and the effectiveness of the measures the school adopts to address any differences
- the impact of improvements in the provision for teaching and learning using information and communication technology (ICT)
- the effectiveness of subject leaders' role in monitoring pupil progress that supports improvements in standards, especially writing.

## Information about the school

Charles Baines Community Primary School is smaller than average. The proportion of pupils eligible for free school meals is broadly average. Most pupils are from White British or other White ethnic backgrounds. The proportions of pupils with special educational needs and/or disabilities and of those who have a statement of special educational needs are above average. The school has achieved the Active Mark and the Healthy Schools Award. Children begin in the Honey Pot Nursery on reaching their third birthday and commence full-time education in the Early Years Foundation Stage in the autumn term of their Reception Year. The nursery provision is subject to a separate inspection.

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

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Improvements in teaching and the overall progress pupils make have built effectively on the school's strengths so that Charles Baines Community Primary is a good school. Good care and support provide effectively for pupils' well-being, personal development and good behaviour. Parents are very supportive of the school and pupils are happy, feel safe and know how to stay healthy.

Standards at the end of Key Stage 2 are broadly average overall. They have historically been higher in science than in English and mathematics. Writing has been a weaker aspect of pupils' attainment in English. Whilst standards are broadly average, above average proportions of pupils have achieved Level 5 in English, mathematics and science. Standards at the end of Key Stage 1 are below average, although there is a trend of improvement as a result of improvements to teaching and assessment. Standards in literacy and numeracy in the Early Years Foundation Stage do not rise quickly enough.

The school has recently implemented good strategies to improve writing and mathematics, building on the success it has had in improving pupils' interest and ability in reading. The school has a great deal of test data and information about pupils' progress and uses this to plan work at different levels for groups of pupils, but has not yet refined the process so that planning for individual pupils' needs is precise. The headteacher and senior leaders have a clear view of what needs to be done to ensure the school improves. The role of senior leaders has been developed and they now lead teams involving all staff in contributing to the development of strategies that are improving the learning experiences for pupils. Given the good outcomes for pupils and the fact that strategies have had an impact on improving rates of pupils' progress, the school's capacity to improve is good and it provides good value for money.

Parents, carers and pupils are very positive about the school and almost all appreciate how the school helps pupils to stay safe and supports their moral and social development. Pupils' attendance is average. Pupils say that teachers help them so that they know how to improve their work. Pupils have a strong presence in the local community and a developing understanding of other faiths and cultures, of life in other countries and of the multi-cultural make-up of modern British society.

## What does the school need to do to improve further?

- Raise attainment, especially in Key stage 1, and in writing in Key Stage 2 by:
  - Ensuring that teachers make better use of assessment information when

planning work for individuals.

- Accelerate progress in the Early Years Foundation Stage by:
  - Developing provision that promotes greater purpose in the planned literacy and numeracy activities
  - Using assessment of children's attainment, alongside national guidance, to drive learning forward at a faster rate.

## Outcomes for individuals and groups of pupils

2
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The extent to which pupils achieve and enjoy their learning is good. Pupils behave well, have good attitudes and relationships in lessons and show great keenness to do well in their work. They enjoy their learning especially when they are involved in lively activities such as writing reports on topics that range from pythons to penguins, or developing tactics in badminton to outwit opponents.

Achievement had been satisfactory in Key Stage 1, so that from starting points which were below average in English and mathematics, pupils reached below average standards by the end of Year 2. Recent improvements mean achievement in Key Stage 1 is now good. Attainment at the end of Year 6 is broadly average. These pupils have made more rapid progress in Key Stage 2 and good progress from their starting points. This is because teaching has been stronger in Key Stage 2. Pupils also show good achievement in sport and in the arts. Pupils with special educational needs and/or disabilities are well supported and show good progress and achievement.

Pupils are very aware of the importance of a healthy diet and of taking plenty of exercise. This is reflected in their keen involvement in sporting activities, the number of pupils who cycle to school and the high take-up of healthy school meals, for which the school has the Active Mark and Healthy School award. They have great respect for each other and for the adults in the school, and say they feel safe. Pupils are confident that they know exactly what to do in the event of a concern.

Pupils make a good contribution to the school community, taking on a range of roles including prefects and school council members. There are good links in the local area through a range of activities that celebrate its uniqueness. Pupils participate in competitions and performances and activities with older residents and with the local churches. Pupils raise money for international charities such as 'Shelter Box' for victims of the earthquake in Haiti. This is contributing both to their awareness of cultural diversity worldwide and the need to help the disadvantaged. They are developing confidence in using ICT and have developed an understanding of the world of work through a range of business and enterprise activities, including a local authority project, 'Go for It' that encourages entrepreneurial skills. The majority of pupils have good skills in working collaboratively and sound basic skills that they can use in a range of contexts, and so they are well equipped for their future economic well-being.

*These are the grades for pupils' outcomes*

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

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

## How effective is the provision?

Good and improving teaching is a strong feature of the school and contributes to pupils now making good progress in both key stages. Teachers use questions very well to ascertain what pupils already know, check what they have learnt as the lesson progresses and skillfully adapt lessons to advance learning. Teachers' marking is well done so that pupils are clear about what they have achieved and know what they have to do to improve further and this contributes strongly to pupils making good progress. Teachers use discussion, investigation and interactive whiteboard technology, to engage pupils and to stimulate their thinking. While teachers plan a range of interesting activities, which are matched to the abilities of groups of pupils, they do not use data rigorously enough to plan work that is closely matched to the needs of individual pupils. The strong focus on the quality of interventions by teaching assistants leads to good opportunities for pupils to get on with work independently or with their friends.

The good curriculum meets pupils' needs because initiatives to offer pupils a wider range of interesting and creative activities have raised standards. A particularly strong feature is that it is increasingly based on pupils' own interests. There is a strong focus on learning about religious education, historical life and conditions in other countries. Pupils learn Spanish from Year 3, they enjoy physical education and many learn to play a musical instrument. They enjoy welcoming cultural groups and business leaders to school and their own visits to places such as Lincoln Cathedral and University, and

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

Caythorpe for residential visits. They participate enthusiastically and successfully in a range of extra-curricular activities in sport and the performing arts.

Pupils benefit from the good care and support by all staff. Developing all pupils' self-esteem, respect for others and sense of responsibility is central to the school's work and is reflected well in the day-to-day life of the school. Provision for pupils with special educational needs and/or disabilities and for those who are vulnerable is well managed. There are effective programmes for intervention and support so that these pupils make good progress. The school identifies those pupils who are persistent absentees and works closely with families to promote attendance.

*These are the grades for the quality of provision*

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

## **How effective are leadership and management?**

The headteacher and senior leaders have a clear view of what needs to be done to make the school even better. The headteacher has been driving improvement, for example, initiatives have already led to improvements in reading. There is a well organised programme of continuing professional development which uses the skills of staff in school to coach less experienced colleagues. Teams have been created to involve all staff in taking forward new strategies intended to develop pupils' skills and adapt assessment procedures to support improvement. Subject leaders are involved in decision-making and contribute to the school improvement plan and the monitoring of its impact. The school is proud of its inclusive nature and has close links with outside agencies, such as Barnardo's, that support the individual needs of pupils from a range of backgrounds. This is one example of the school's commitment to promoting equal opportunities, tackling stereotypes and ensuring that discrimination against any individual is avoided at all times. Governors have been instrumental in supporting the school and have secure procedures for developing links between governors and specific areas of responsibility. The school's arrangements for safeguarding pupils meet government requirements well and secure pupils' safety. The school makes a satisfactory contribution to community cohesion. The sense of community in the school generates a strong ethos and there are good links with the local community. There is developing awareness of life in other countries and an emerging understanding of Britain as a diverse, multicultural society. The school has very good relationships with parents and carers, who are provided with frequent information about their children.

*These are the grades for leadership and management*

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

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

## Early Years Foundation Stage

Children enter the Reception Year with skills and abilities below those expected for children of their age. They make satisfactory progress in the Early Years Foundation Stage and enter Year 1 with skills that are below average in numeracy and literacy. Currently, insufficient use is made of assessment data, alongside national guidance, to accelerate progress in these areas of learning. Staff get to know the children well before they start in Reception so that children settle quickly and make adequate progress in their social and emotional development. They soon play and work confidently and safely together and most behave well. Children know about staying healthy and both boys and girls enjoy physical activities, such as pedaling the wheeled toys. Welfare requirements are met and children are cared for well. There is developing understanding of how children learn and child-centred activities are well-supported by the teaching of key skills. For example, photographs taken during a visit to a local farm, lead to pupils talking about their clearest memories. Adults provide a range of stimulating activities which are based on children's interests, such as when boys used the shed as a builders' workshop where they were encouraged to measure. The outdoor provision is appropriately resourced and is used sufficiently and plans are in place to expand the area to make it more versatile. Activities in literacy and numeracy learning however lack sufficient purpose to accelerate children's learning. The Early Years Foundation Stage is managed satisfactorily by the Reception leader who carefully monitors and assesses children's progress. The Early Years Foundation Stage leader is developing her ability to identify next steps for learning.



*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
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**

Almost all parents and carers support the work of the school and the way it helps pupils to feel safe, be healthy and enjoy their learning. Parents and carers are also strongly supportive of the leadership and management of the school, the quality of teaching and the way the school meets their children's needs. There was no pattern to the concerns raised by a very small minority of parents and carers.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at The Gainsborough Charles Baines Community Primary 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 43 completed questionnaires by the end of the on-site inspection. In total, there are 189 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	30	70	13	30	0	0	0	0
The school keeps my child safe	33	77	10	23	0	0	0	0
The school informs me about my child's progress	23	53	19	44	1	2	0	0
My child is making enough progress at this school	25	58	17	40	0	0	0	0
The teaching is good at this school	27	63	15	35	1	2	0	0
The school helps me to support my child's learning	22	51	20	47	0	0	0	0
The school helps my child to have a healthy lifestyle	21	49	22	51	0	0	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	53	18	42	0	0	0	0
The school meets my child's particular needs	23	53	20	47	0	0	0	0
The school deals effectively with unacceptable behaviour	15	35	24	56	1	2	0	0
The school takes account of my suggestions and concerns	17	40	24	56	1	2	0	0
The school is led and managed effectively	22	51	20	47	1	2	0	0
Overall, I am happy with my child's experience at this school	28	65	15	35	0	0	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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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.

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## 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



Thursday 1 April 2010

Dear Pupils

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

On behalf of the team, thank you so much for making us welcome when we inspected your school.

You go to a good school which knows what to do to make itself even better. The staff care for you well. Teachers help you learn well and tell you clearly how to improve your work. The team was impressed by the pride you take in your work and how hard you work in lessons. You behave well, show respect for one another and look after one another admirably. You are polite and helpful and we enjoyed talking to you about your school. You told us that you look forward to coming to school because you like your teachers and appreciate the activities the school provides for you, such as visits and sports activities. Your parents and carers like the school very much.

I have asked your teachers to do the following things to help your school to improve. Make better use of information to help you to reach higher standards in Key Stage 1, and in the tests at the end of Year 6, especially in writing.

Help the children in Reception improve their literacy and numeracy skills more quickly.

Thank you once again for letting us share your work and play. I am sure you will do very well if you continue to work hard. Please accept my best wishes for the future.

Yours sincerely

Andrew Stafford

Lead inspector

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