

# Gainsborough Primary and Nursery School

Inspection report

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<b>Unique Reference Number</b>	133352
<b>Local Authority</b>	Cheshire East
<b>Inspection number</b>	360495
<b>Inspection dates</b>	17–18 January 2011
<b>Reporting inspector</b>	Frank Carruthers

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 of pupils on the school roll</b>	472
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Kevin Froggatt
<b>Headteacher</b>	Mrs J Metcalfe
<b>Date of previous school inspection</b>	12 May 2008
<b>School address</b>	Belgrave Road Crewe Cheshire CW2 7NH
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**Inspection number**      360495

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## Introduction

This inspection was carried out by four additional inspectors. Seventeen lessons or parts of lessons were observed involving 14 teachers. Meetings were held with pupils, staff, the Chair of the Governing Body and seven parents and carers. Inspectors observed the school's work, and looked at pupils' books, school assessments, planning and school policies, including those concerning the safeguarding of pupils. Ninety-nine questionnaires were returned by parents or carers, and 59 pupils' questionnaires were completed, read and analysed as part of our requested random sample. Staff also completed a questionnaire.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How accurate and robust are the systems to track how well pupils are achieving and the standards they reach at the end of Year 6.
- How effective has action been to address the key recommendations from the previous inspection report, for example, the assessment of pupils' progress.
- What are the starting points of children as they enter the Nursery classes, and how much progress do they make through the Early Years Foundation Stage.
- How robust are all aspects of safeguarding.

## Information about the school

The school, which is close to the centre of Crewe, is above average in size compared to primary schools nationally. Most pupils are White British. A few are from minority ethnic backgrounds. The proportion of pupils known to be eligible for free school meals is just above the average for primary schools nationally. The proportion with special educational needs and/or disabilities is average. The school hosts a breakfast and after-school club, called Little Acorns, which is privately run and subject to a separate inspection. There is a parent, carer and toddler group called Early Birds, run by the school four mornings per week. The school has gained the Inclusion Award. Since the last inspection, the school has moved to one site in a new building.

**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?**

**2**

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

**2**

## Main findings

The school provides a good education for its pupils who achieve well. Most children enter the Nursery classes with skills that are below expectations for their age. They make good progress to reach above average standards in English and average standards in mathematics in Year 6. There has been a rising trend in attainment since the time of the last inspection, stronger in English than in mathematics. All groups of pupils, including those with special educational needs and/or disabilities, the few who speak English as an additional language and the more able and talented, make good strides in their learning. Children get off to a very good start in the outstanding Early Years Foundation Stage. Parents and carers, and visitors praise the pupils for their very positive attitudes to learning and good behaviour. Pupils make an exceptional contribution to the school and the local community. Their understanding of how to stay safe is excellent as is their spiritual, moral, social and cultural development.

The overall quality of teaching is good; some is outstanding. However, there remains some teaching which is no better than satisfactory and which leads to only satisfactory learning and progress by pupils in these lessons. Ensuring that all teaching is at least good, especially in mathematics, is a key aspect for improvement. The curriculum is good overall and has outstanding features such as its creative elements and the enrichment activities of visits, visitors and clubs. Provision for the care, guidance and support of pupils is outstanding. The staff know pupils very well and there is exceptionally well-targeted support for pupils who have additional needs or who are experiencing difficulties in their lives.

The inspirational leadership skills of the headteacher, supported by her deputy and the other talented members of the senior leadership team, have had a significant impact on the good progress the school has made since the last inspection. School self-evaluation and the monitoring of teaching and learning are good, although lesson observations are too focused on the quality of teaching and not enough attention is paid to pupils' learning. The governing body provides good support and challenge for the senior staff. Outstanding aspects of the schools' leadership and management are the partnerships that the school has developed with parents and carers, other schools and outside agencies. The school promotes community cohesion exceptionally well. As a result of these strengths, the school has good capacity for sustained improvement.

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

- Ensure that the quality of teaching is at least good in all lessons so that all pupils' learning is good or better, especially in mathematics, by:
  - - senior staff focusing more on pupils' learning when they monitor lessons

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- - ensuring that all teachers use assessment and target-setting to maximum effect
- - improving the quality of feedback to pupils in mathematics
- - promoting pupils' mathematical, calculating and problem-solving skills more frequently across the curriculum.

## Outcomes for individuals and groups of pupils

2

Pupils' achievement, enjoyment and learning in lessons are good overall. This is evident especially when teaching is lively and engaging. Pupils concentrate and work with others very well. They present their work neatly and are proud of what they achieve. They become increasingly independent in their learning so that by Year 6 they take with them good skills of commitment and enthusiasm for learning to secondary school. The quality of learning and pupils' progress are good in all year groups, except in Year 2 where they are satisfactory and in Year 6 where they are outstanding. Pupils with special educational needs and/or disabilities do well because of the small-group and individual work that the staff conduct very effectively. The very few who use English as an additional language rapidly gain confidence and are soon taking a full part in school life. The school closely tracks the performance of all groups of pupils by their gender, ethnicity and background and there are no trends that might suggest under-achievement by a particular group. Pupils' overall attainment is average. However, as a consequence of a whole-school focus on improving provision in English, attainment has risen each year in this subject since the last inspection. This is true of the current Year 6 where almost half of pupils are on track to reach the higher Level 5. In mathematics, attainment has risen more slowly and is broadly average. Raising attainment in this subject is the school's current focus for improvement.

Pupils enjoy school very much and report that they have few concerns about bullying. There have been no exclusions. Attendance is in line with the national average. Pupils have a keen sense of responsibility towards others in school and to the community at large. They look out for one another extremely well and have an excellent understanding of right and wrong. Their awareness of other cultures and faiths is very well developed. They are proud of their school and are involved in a lot of decisions, including meeting prospective staff. The pupils make a significant contribution to the school community through the work they do as school councillors, buddies and eco-workers. Pupils have a good awareness of how to stay healthy by following a sensible diet and taking exercise regularly.

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*These are the grades for pupils' outcomes*

<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>1</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>1</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>1</b>

<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

## How effective is the provision?

All staff work very well as a team and form excellent relationships with pupils that boost their self-esteem. Teaching assistants make an important contribution to pupils' learning, particularly in small group work and during one-to-one tuition. The staff's good subject knowledge and effective use of resources are important strengths that enliven lessons and motivate pupils. For example, they use prompts very well. These are displayed prominently in classrooms to remind pupils about how to improve their work. Teaching and learning are strongest in Year 6. There is some excellent practice here in the use of assessment in lessons. Specifically, questioning is pitched very well to cater for the needs of pupils and well-directed feedback to pupils helps them to improve. This is not as evident in all year groups, however, and feedback when teachers mark work in mathematics is not as helpful as it could be. Targets are not used to full effect to promote pupils' learning in all classes.

The curriculum is particularly well planned and effective in English and science. Other subjects are used extremely well to provide opportunities for writing. The creative dimension to topic work, which includes art work, design, speaking and listening, and research opportunities, is excellent. The promotion in other subjects of aspects of mathematics, such as solving problems or practising calculations is less well developed. It is, however, beginning to be improved in the current whole-school focus on mathematics. Intensive programmes to cater for the needs of individual pupils in reading, writing,

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speaking and listening are excellent. A wealth of visitors and visits enrich the curriculum exceptionally well.

Outstanding work with families and partnerships with outside agencies, such as the speech therapy service, help pupils to make the best of the opportunities the school provides. The two learning mentors make a very positive contribution to all aspects of care, guidance and support. A nurturing ethos is very evident in the way the school operates. The school hosts extended school provision, before and after-school to help parents and carers, and the partnership between school and the private provider is very strong. The school also runs a successful parent, carer and toddler group four mornings per week to meet the needs of families. Arrangements for the transition of pupils into school and on to secondary school are very thorough.

*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>1</b>

## How effective are leadership and management?

As a result of the rigorous evaluation of pupils' performance and the close tracking of their progress year by year, a key improvement since the last inspection, the senior leadership team identifies clearly the strengths of provision and what requires improvement. Consequently, school development planning is well focused and the team drives forward school improvement at a good pace. For example, in the last few years, the development of pupils' skills of speaking, listening, reading and writing have been the centre of attention and led to an impressive improvement in achievement and attainment. The current focus is to do the same for mathematics. Strategic planning by the governing body and the senior leadership team is good with the key objective being the creation of a welcoming school in which pupils aim high. Strategies to promote equality and tackle discrimination are successful. Regular risk assessments and thorough child protection measures, including the safe recruitment of staff, mean safeguarding procedures are good. Work to promote community cohesion is outstanding. For example, the school has a high profile in the local community, taking part in all kinds of events, and drawing on the strengths of various cultures locally. Visitors to school, visits to different places of interest, including places of worship, and involvement in national and international projects all help to promote pupils' awareness of other cultures and faiths exceptionally well. Links with schools both in this country and abroad extend pupils' understanding of cultural diversity in society today very well.

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*These are the grades for leadership and management*

<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>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</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>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## **Early Years Foundation Stage**

The overall effectiveness of the Early Years Foundation Stage is outstanding. Children make good progress from their starting points, which are generally below the levels expected for their age. An increasing minority start in nursery with skills that are well below expectations especially in communication, language and literacy, personal, social and emotional development, and knowledge and understanding of the world. Some of these children make outstanding progress. By the time the children leave the Reception classes, they are working within the expected levels for their age. Thanks to skilled teaching and the high quality of care they receive, children make great strides in their personal development. They share, take turns and accept responsibility for their actions extremely well. They play happily and demonstrate excellent behaviour. Key areas of communication, numeracy and problem solving are especially well promoted by astute selection of activities for the children to enjoy. This was evident when the children explored cold climates. They were fascinated to watch the effect of a blue dye poured over ice cubes. All aspects of provision are outstanding and this is a reflection of the excellent leadership and management demonstrated by the key stage leader and the headteacher. Staff have created an exceptionally rich and stimulating environment for the children. They use their knowledge of how children develop to the full to plan challenging and enjoyable activities for the children, who rapidly become independent learners. Teaching is innovative and exciting. Staff track the progress of the children extremely well and make detailed observations of their development. This information closely guides their daily and weekly planning. High expectations of all staff mean the children are always challenged to think for themselves and do their best. Communication with parents and carers is excellent and of great benefit to the children.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

## Views of parents and carers

In terms of the percentage of questionnaires returned, the response was fairly typical of most inspections of primary schools. The overwhelming majority of parents and carers who responded expressed highly positive views of the school. This was also true of several parents and carers who met with the team. They greatly value the welcoming, family atmosphere the staff generate. A comment typical of many received by inspectors was 'This is an excellent school, very welcoming'. They appreciate how the school helps their children to achieve well and report that their children enjoy school. They consider teaching to be good and their children are well looked after and safe in school. They feel they are kept well informed about school and value the recent introduction of group text messaging to keep parents and carers informed. This was particularly helpful during the extreme weather conditions recently. They report they are kept informed about how their children are doing,

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

Ofsted invited all the registered parents and carers of pupils registered at Gainsborough Primary and Nursery 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 99 completed questionnaires by the end of the on-site inspection. In total, there are 472 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	67	68	29	29	3	3	0	0
The school keeps my child safe	62	63	35	35	0	0	1	1
My school informs me about my child's progress	53	54	37	37	5	5	1	1
My child is making enough progress at this school	53	54	40	40	4	4	0	0
The teaching is good at this school	61	62	36	36	0	0	0	0
The school helps me to support my child's learning	52	53	40	40	3	3	1	1
The school helps my child to have a healthy lifestyle	49	49	47	47	2	2	1	1
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)	52	53	37	37	4	4	0	0
The school meets my child's particular needs	54	55	38	38	3	3	0	0
The school deals effectively with unacceptable behaviour	47	47	43	43	6	6	1	1
The school takes account of my suggestions and concerns	47	47	39	39	8	8	0	0
The school is led and managed effectively	57	58	35	35	0	0	5	5
Overall, I am happy with my child's experience at this school	64	65	28	28	3	3	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 all 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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 pupils' 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.**



19 January 2011

Dear Pupils,

**Inspection of Gainsborough Primary and Nursery School, Crewe, CW2 7NH**

It was a great pleasure to inspect your school. You were all extremely friendly and helpful and we enjoyed finding out from you how you are getting on. We particularly enjoyed the meetings we held with school council members and other pupils. On behalf of the inspection team I would like to share with you what we found.

Your school is providing you with a good education. Some of its work is outstanding. Your behaviour is good and this means you learn well. You told us bullying is very rare and if it happens the staff deal with it promptly. You take on responsibilities extremely well and we were very impressed with the work you do in the local community and with schools across the country and abroad. The children in the Nursery and Reception classes get off to a flying start because the staff do an excellent job. You make good progress in lessons and, by the time you leave at the end of Year 6, most of you reach the standards expected in English and mathematics. Many of you do very well in English particularly. This is because the teaching you receive is good and in some classes it is outstanding. You told us how much you enjoy school and this was evident when we watched lessons. You know a great deal about how to stay safe both in school and when you are out in the neighbourhood. School leaders do a good job. Your headteacher is an outstanding leader. The staff take outstanding care of you all so that you feel safe and have someone to turn to if you have need to. They have built up excellent links with your parents and carers and with other schools, all to very good effect.

Part of my job is to identify how the school can be even better. There is one improvement to make. We want the staff to ensure that you learn well in all lessons and always make good or better progress, especially in mathematics. We have also asked that teachers provide you with more opportunities to practise your calculation and problem-solving skills in subjects other than mathematics. We have suggested some ways for the staff to do this. You can help by making sure you know your targets for improvement in English and mathematics and keeping them in mind while you work. Please continue to work hard and enjoy school. I send you all my best wishes for the future.

Yours sincerely,

Mr Frank Carruthers

Lead Inspector

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