

# Gainsborough Primary and Nursery School

Inspection report - amended

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<b>Unique Reference Number</b>	133352
<b>Local Authority</b>	Cheshire
<b>Inspection number</b>	316099
<b>Inspection dates</b>	12–13 May 2008
<b>Reporting inspector</b>	Geoff Lawrence

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	472
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Kevin Froggatt
<b>Headteacher</b>	Miss Julie Smith
<b>Date of previous school inspection</b>	6 March 2000
<b>School address</b>	Belgrave Road Crewe Cheshire CW2 7NH
<b>Telephone number</b>	01270 662328
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<b>Age group</b>	3-11
<b>Inspection dates</b>	12–13 May 2008
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## Amended Report Addendum

OE - This is a satisfactory school which is rapidly improving its education provision. The headteacher has provided motivational leadership in bringing together new staff and as a result teamwork and morale are good and this has contributed significantly to the improvements that are currently being made in this relatively new school. L&M - As a result, the school is quickly identifying its strengths and areas for development.

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This larger than average school opened in January 2007. Nearly all pupils are White British. The proportion of pupils entitled to free school meals is broadly average. The number of pupils with learning difficulties and/or disabilities is average as is the proportion with a statement of special educational need. The school holds the National Healthy Schools Award. At the time of the inspection, the school was operating on two sites and preparing to move into a new building.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This is a satisfactory school which is rapidly improving its educational provision. It has strengths in pupils' personal development and the care and support they receive. As a result, good relationships exist at all levels and these encourage pupils to behave well and have good attitudes towards their work. Pupils' attendance is average but they say they like coming to school and enjoy the good range of out-of-school activities. The school has a caring and welcoming atmosphere and provides a happy and safe place for pupils to learn. This is also a view shared by parents. Typical comments include, 'I wouldn't want my children to have gone to any other school.'

Good use of self-evaluation enabled the school to identify that some pupils were not doing as well as they should and decisive action to improve the quality of teaching has remedied this. As a result pupils' achievement is now satisfactory but there has not been enough time for the improvements in teaching to have a full impact on standards, which are broadly average. The quality of teaching and learning is satisfactory overall because inconsistencies in teaching remain across Years 1 to 6, leading to pupils making progress at different rates. This is because some teachers are not making the best use of the information available to them about pupils' abilities or how they learn. Consequently, pupils are not always given work that is sufficiently challenging, particularly the more able pupils. Those with learning difficulties and/or disabilities make better progress because the additional support they receive is specifically targeted to meet their individual needs.

The curriculum provides a satisfactory range of relevant experiences for pupils and has an appropriate emphasis on English and mathematics. A strong focus on personal development contributes to pupils' good understanding of how to stay safe. They are aware of the benefits of regular exercise and healthy eating although they do not always put theory into practice in their choice of snacks brought from home.

While good quality pastoral care means that pupils grow in confidence, pupils' academic guidance is not as strong. This is because teachers do not involve pupils sufficiently in the evaluation of their own learning. Many are uncertain about their targets or what they need to do to improve their work. This means that opportunities are missed to reinforce and move learning forward.

Leadership and management are satisfactory. The headteacher has provided motivational leadership in bringing together new staff and as a result teamwork and morale are good and this has contributed significantly to the improvements that are currently being made in this relatively new school. Subject leaders, although enthusiastic, are not consistent in their understanding of data and how it can be used to measure the impact of strategies they have implemented to improve pupils' progress. This limits their ability to judge their effectiveness in raising standards and achievement. A very effective governing body provides good support and this, coupled with the recent improvements, indicates that the school has satisfactory capacity to improve. The school provides satisfactory value for money.

## Effectiveness of the Foundation Stage

### Grade: 2

Children get off to a good start because induction procedures are thorough and this marks the beginning of a strong partnership with parents. As a result, staff have a good idea about each child's particular needs before children even start in the Nursery. Children enter the Nursery

with skills and knowledge similar to national expectations. They make good progress in all areas and excellent progress in personal development because of the strong relationships that are established. By the end of the Foundation Stage, children's skills and abilities are above those expected for their age and this represents good progress.

Good teaching ensures that language and social development permeate all activities, while careful planning ensures a good balance between child-initiated and adult-led activities. The staff have created a stimulating curriculum and learning environment in which there is a buzz of activity. However, better use could be made of the outdoor area to extend children's independent learning opportunities. Assessment is thorough and this helps staff to plan for each child's next stage of development. The Foundation Stage manager provides good leadership and, along with the headteacher, has moved the provision on considerably in a short period of time. Staff are deployed effectively and the Foundation Stage manager has cultivated good teamwork. Good monitoring and evaluation of provision have ensured that there are clear strategies to improve provision even further.

### **What the school should do to improve further**

- Involve pupils more fully in evaluating their own learning and progress, so that they always know what to do to reach their targets.
- Ensure that all teachers use assessment rigorously and accurately to plan work that is sufficiently challenging for all pupils, particularly the higher-attainers.
- Ensure that subject leaders use data accurately to measure the impact of their work to promote higher standards and achievement.

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**

Standards achieved in the 2007 tests were broadly average for pupils at the end of Year 2 and below average by the end of Year 6. Evidence gathered during the inspection indicates that standards have now improved in Years 3 to 6 and pupils are on target to achieve standards in line with those nationally. This represents satisfactory achievement. Throughout the school, pupils with learning difficulties and/or disabilities, looked-after children and those identified as vulnerable achieve well. Strategies to support these pupils are successful, with activities suitably matched to their abilities.

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

### **Grade: 2**

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. They say they feel safe and that any bullying or poor behaviour is always dealt with very quickly and fairly. Pupils have great confidence in the school and make comments such as, 'We are one big happy family' and 'We are listened to.' Pupils take part in interviews for particular responsibilities and because of this they take these roles seriously. They feel that adults trust them and they comment proudly, 'We play a real part in the day-to-day running of the school.'

The overall caring ethos ensures that pupils can express their views with confidence knowing that they will be treated with respect. This level of maturity contributes to their adoption of safe practices and their ability to work well with each other.

Pupils say they feel safe and that there is always someone they can talk to if they have a problem. A typical comment was, 'Teachers comfort you if something is wrong at home or school.' Although attendance is average, it is influenced by a number of families taking holidays in term time. Punctuality is good due to the effective work of the learning mentors. Standards of basic skills in English, mathematics and information and communication technology (ICT) are broadly average and this means that pupils are in a satisfactory position to develop the skills needed for their future economic well-being.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The quality of teaching and learning is satisfactory overall with some outstanding practice seen in Key Stage 2. In these lessons, teachers accurately assessed pupils' abilities and matched work to their needs leading to a greater level of challenge, particular for the higher-attainers. The teachers also create a sense of urgency so that pupils' enthusiasm is captured and they are eager to carry out tasks. As a result, better progress is made. This practice, however, has not extended to the majority of classes where work, while planned to build on prior attainment, is not differentiated sufficiently to challenge pupils of all levels of ability. This impedes the rate of progress. Good relationships and mutual respect are evident and this encourages good behaviour.

Teaching assistants are well deployed and they make a significant contribution to the good progress made by learners with learning difficulties and/or disabilities. These pupils are supported well with individual programmes of work that match their needs closely.

### **Curriculum and other activities**

#### **Grade: 3**

The curriculum is satisfactory with an appropriate emphasis placed on basic skills in mathematics, English and ICT. Good partnerships with the local high school have enabled the school to take effective steps in introducing a modern foreign language into the curriculum. There is strong emphasis placed on personal development and there are many opportunities for pupils to share and work together cooperatively. A

high proportion of pupils take part in the significant number of extra-curricular opportunities on offer such as 'Dazzled by Dance', judo and a first aid club where pupils earned the St John's Young First Aider Award. There are a good number of visits and visitors to provide further support for learning; for example, a visit to Little Moreton Hall offered pupils the chance to experience a Tudor Christmas.

### **Care, guidance and support**

#### **Grade: 2**

The quality of care is good with strengths that support pupils' personal development and well-being. The monitoring and tracking of pupils' progress is satisfactory. Pupils are beginning

to be involved in assessing their own work, but this is inconsistent across the school and pupils are unaware of their targets or their next steps in learning.

The learning mentors are highly regarded and a strong force in supporting pupils who need social care and in promoting both attendance and punctuality. Parents commented that the learning mentors have had a considerable impact on the school and are beneficial to pupils' happiness. Staff have a good awareness of the needs of those pupils who are most vulnerable and those at risk; as a result, these pupils receive high quality support and care. Their needs are clearly identified in comprehensive individual education plans. Regular reviews and close tracking are helping to move learning on and these pupils make good progress. The school meets the latest government requirements related to safeguarding children, including those who are vulnerable. Procedures for health and safety, child protection and first aid are in place.

## **Leadership and management**

### **Grade: 3**

The headteacher and senior management team have a broadly accurate view of the school's performance. As a result, the school is quickly identifying its strengths and areas for development. Action taken along with the Foundation Stage manager has led to significant improvement in Foundation Stage provision. The headteacher provides a good role model for staff and her strong leadership is a key factor in the improvements made by the school, including in pupils' standards and achievement. It is too soon, however, to measure their full impact. Subject leaders are keen to develop their areas and are being given the necessary training. They welcome the extra responsibilities they are being given and are eager to help the school move forward. They are not, however, fully effective in using data to measure the impact of strategies employed to raise standards and achievement. The leadership has been effective in developing good relationships with local schools, organisations and agencies that contribute well to pupils' good personal development. The management of pupils with learning difficulties and/or disabilities is very effective and, consequently, they make good progress. The governing body is well led and very well informed. They act as a 'critical friend' and hold the school to account.

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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	NA
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	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	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	3
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	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

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

<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	2
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	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

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

Thank you for the very warm welcome you gave to the inspectors. We enjoyed talking to you in lessons and I enjoyed practising my Spanish with some of you. You gave us a lot of valuable information and this was a great help to us. Your new school building is looking superb and has excellent facilities. I am sure you are all looking forward to moving in over the next few weeks. These are some of the things we judged to be good about your school.

You behave well and the adults in your school successfully encourage you to show care and respect for others. Those of you in the Foundation Stage are doing really well as are those of you who need a little extra help. We noticed that everyone works hard to make your school a safe and happy place. We found that you have a good understanding about how to stay healthy. However, we did notice that many of you do not make healthy choices when it comes to your snack time. It was clear to us that you enjoy school and like taking part in all the extra-curricular activities you have.

To make your school better we have asked your headteacher and others to:

- make sure that the work given to you in lessons is interesting and challenging
- make sure you know and understand your targets and what you need to do to improve
- make sure that when teachers try something new, they check to see that it is really making a difference in helping you make better progress.

We are confident that your headteacher and teachers can do these very important things. You can help them by continuing to work hard and doing your best and, perhaps, by taking the healthy option when you have your snack.

Thank you once again for helping us.