

Inspection of The Gainsborough Charles Baines Community Primary School

Baines Road, Gainsborough, Lincolnshire DN21 1TE

Inspection dates:	21 and 22 January 2025
The quality of education	Requires improvement
Behaviour and attitudes	Requires improvement
Personal development	Good
Leadership and management	Requires improvement
Early years provision	Requires improvement
Previous inspection grade	Good

What is it like to attend this school?

The school is welcoming and caring. Most pupils enjoy coming to school. The school has ensured that pupils study a broad and ambitious curriculum. However, while there have been some improvements in how teachers deliver the curriculum, pupils do not achieve as well as they should.

Pupils feel well-cared for and safe. They know they can talk to many staff if they have any worries. Pupils understand the school rules. They know how they should behave, which has helped to improve their behaviour in lessons. However, too many pupils need reminding of classroom and school routines. At playtime and lunchtime, most pupils play and socialise well together. This is especially the case when staff provide activities for them to do at these times.

The school organises trips and visits that enhance pupils' cultural development. For example, pupils enjoy trips to the seaside, theatre, farms and the Peak District. The school provides a range of opportunities for pupils to develop their interests. Pupils enjoy attending choir, sports clubs, and computing and arts club. They also enjoy taking on extra responsibilities that help to build their character. Pupils are proud to be well-being champions, play leaders, prefects and school councillors.

What does the school do well and what does it need to do better?

After a decline in outcomes, the school, with support from the local authority, has quickly identified the key issues that need addressing. The school has ensured that staff are clear about what they need to do to improve the school further. This work is at an early stage. Leaders are aware there is still more to do.

Pupils study a well-designed curriculum. The key knowledge, skills and vocabulary that pupils should learn are clear. This is helping teachers deliver the curriculum more effectively. However, inconsistencies remain. For example, sometimes teachers do not ensure that pupils use correct punctuation and grammar. As a result, some pupils do not produce high-quality written work.

Teachers have secure subject knowledge and explain new learning clearly. However, they do not always check pupils' understanding well enough. This means pupils' misconceptions and gaps in learning are not addressed consistently well. Sometimes, the activities teachers use to help pupils learn are not well-matched to the intended learning. As a result, pupils do not achieve as well as they should.

The school has prioritised pupils learning to read well. Children are taught to read as soon as they start Reception Year. The school provides staff with regular training, so they have the necessary skills to teach phonics effectively. At times, in phonics sessions, staff have to remind pupils of learning routines. This interrupts pupils' learning. As a result, some pupils do not gain the phonics knowledge as well as they should. While the school has mapped out the ambitious vocabulary pupils should learn, sometimes, teachers do not

ensure that pupils use and understand this vocabulary. This means that some pupils do not use a range of vocabulary as well as they should in their speaking and writing.

The school accurately identifies pupils' additional needs. Pupils with special educational needs and/or disabilities (SEND) get the support they require to access the curriculum. Staff adapt what they do and ensure that additional adults are used well to support pupils with SEND. As a result, these pupils can learn alongside their peers.

Children in the Reception Year learn in a secure and nurturing environment. Staff ensure that the learning activities children do, help them to develop their understanding of what they have been taught. However, some children find it hard to focus on activities. Learning routines are not well-established. This means that some children do not make progress in some areas of learning as well as they should.

The school has ensured that staff know how to deal with any behaviour issues consistently well. This has helped to improve pupils' conduct in lessons. At times, pupils do not show positive attitudes to learning. Some pupils do not settle down to learning as quickly as they should. The school has high expectations for pupils' attendance. It provides effective support for pupils who do not attend school as regularly as they should. Pupils' attendance has improved.

The school promotes pupils' personal development effectively. Pupils have a secure understanding of fundamental British values and equality. They know to be respectful and tolerant of others who may be different from them. Pupils understand how to live healthy lives. They know how to keep themselves safe online and in the community. Pupils are well-prepared for life in modern Britain.

Staff are proud to work at the school. Most feel well-supported with workload and well-being. Governors know the school well. They provide effective support and challenge.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some classes, classroom routines are not well established. This means that, at times, learning time is lost when pupils transition between activities, as they need reminding of expectations. As a result, some pupils do not learn as well as they should. The school should ensure that effective learning routines are established that pupils understand and follow.
- In some lessons, staff do not implement the curriculum effectively. Teachers do not check pupils' understanding effectively or ensure that activities are well-matched to the intended learning. This means some pupils do not learn as well as they should. The

school should ensure that teachers implement the curriculum effectively, by systematically checking pupils' understanding and using learning activities that are well matched to the intended learning.

- Teachers do not ensure that pupils, including children in the Reception Year, develop a detailed knowledge of the important vocabulary the school has detailed that pupils should learn. As a result, some pupils do not use this vocabulary well in their speaking and writing. The school should ensure that pupils develop a secure understanding and use a range of vocabulary orally and in their writing.
- Some pupils do not consistently produce high-quality written work. Some pupils' writing contains basic grammar and punctuation errors, which staff do not routinely address. As a result, some pupils do not develop their writing as well as they should. The school should ensure that teachers have high expectations of the written work pupils produce so that their work is of a high quality.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	120492
Local authority	Lincolnshire
Inspection number	10347430
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	201
Appropriate authority	The governing body
Chair of governing body	Denise Leah
Headteacher	Louise Simmonds
Website	www.charles-baines.lincs.sch.uk
Dates of previous inspection	30 and 31 October 2019, under section 5 of the Education Act 2005

Information about this school

- The school uses no alternative provision.
- There have been several changes in school leadership and teaching staff since the last inspection.
- The deputy headteacher was appointed in June 2022.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, art and design and geography. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also discussed the curriculum, visited lessons and looked at samples of pupils' work in other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors spoke to the headteacher, deputy headteacher and staff.
- The lead inspector met members of the governing body, including the chair of governors.
- Inspectors considered the responses to Ofsted's staff survey. Inspectors considered the views of parents through Ofsted's Parent View, including the free-text responses.
- Inspectors spoke to pupils and observed pupils' behaviour during lessons and at social times.

Inspection team

Paul Halcro, lead inspector

His Majesty's Inspector

Rob della-Spina

Ofsted Inspector

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