

# Our Lady of Lincoln Catholic Primary School

## Inspection report

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<b>Unique Reference Number</b>	120618
<b>Local Authority</b>	Lincolnshire
<b>Inspection number</b>	358805
<b>Inspection dates</b>	13–14 September 2010
<b>Reporting inspector</b>	Keith Williams

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>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	182
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Dr John McCloughlin
<b>Headteacher</b>	Mrs Julia Summers
<b>Date of previous school inspection</b>	6 May 2008
<b>School address</b>	Laughton Way Lincoln, Lincolnshire LN2 2HE
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## Introduction

This inspection was carried out by three additional inspectors, one of whom visited the school for half a day, specifically to evaluate the effectiveness of safeguarding procedures. Inspectors visited 14 lessons during which eight teachers were observed. Meetings were held with pupils, staff, the School Improvement Partner, the previous interim headteacher and the Chair and Vice-Chair of the Governing Body. Inspectors observed the school's work, and looked at its monitoring and assessment records, safeguarding documents and those relating to health and safety. In addition, 56 questionnaires returned by parents and carers were considered, together with those returned by pupils in Key Stage 2 and staff.

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

- whether pupils, particularly those in Key Stage 2, make enough progress, focusing principally on writing
- the extent to which teachers provide a better match of work to meet pupils' needs and the impact that improvements to tracking are having on their progress
- the school's evidence to support its view that aspects of pupils' personal development are outstanding
- how well leaders use monitoring and evaluation to improve teaching and accelerate pupils' progress.

## Information about the school

Most pupils at this smaller than average primary school are from White British backgrounds. A wide range of other heritage is represented, and a few pupils are learning English as an additional language. An above average proportion of pupils are identified with special educational needs and/or disabilities, and more pupils than in most schools are in receipt of a statement of special educational needs. The proportion of pupils known to be eligible for free school meals is above average. A much higher proportion of pupils than in most schools join or leave at other than the usual times. The headteacher was appointed at the beginning of this term, following a year in which the school was led by an interim leadership team.

**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

Our Lady of Lincoln provides a satisfactory education. After a period during which some pupils made too little progress, the school is improving because steps taken by the previous interim leadership team have successfully raised the quality of teaching and learning. As a result, pupils' attainment is rising, particularly in reading and mathematics, and progress across the school is satisfactory. Considerably more pupils are now on track to reach the levels expected of them and attainment by the end of Year 6 is broadly average. The new headteacher has already made a difference building on the improvement secured by the interim leadership team, most noticeably in sharpening the evaluation of pupils' progress. However, some of the initiatives introduced, including systems to track pupils' progress, are too new to have had their full impact, or are not yet implemented with sufficient consistency. Nevertheless, leaders have an accurate view of what needs to improve, and their success in the past year shows they have the capacity to secure the necessary improvement. The school engages well with parents and carers, most of who are supportive of its work.

Within the satisfactory picture of pupils' progress, there is some variation. Children get off to a good start in the Early Years Foundation Stage because they are well taught in a supportive environment. They make good progress and most reach, and some exceed, the goals expected of them at the end of Reception. Across the school, pupils' are making better progress in writing, but the rate of improvement is not as great as that seen in reading and mathematics and, as a result, attainment in writing remains below average. The gap between boys and girls is closing, but there is more still to do to raise the attainment of boys and more able writers in particular. The school takes good care of pupils. Systems for supporting those with special educational needs and/or disabilities have improved and, together with good links with external agencies, this ensures that these pupils make the progress expected of them.

Better teaching and a more interesting curriculum are having a positive impact on pupils' satisfactory academic progress and their good spiritual, moral, social and cultural development. They behave well and have a good understanding of how to stay safe and healthy. Teachers provide pupils with detailed information about what they will learn in each lesson, but they do not always check carefully enough that pupils have understood these objectives. Pupils are set clear learning targets for literacy and numeracy and in some classes they understand what they have to do to reach these targets. This is not always the case and pupils are not yet sufficiently involved in evaluating their own progress towards them. Recent improvements to marking mean that pupils are being given sharper information about how they can improve, but this has not yet had time to increase pupils' awareness sufficiently. In the best lessons, teachers question well to check on pupils' understanding and tackle any misconceptions but, occasionally, these opportunities are missed. The information gained from the assessment of pupils' work is

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used with increasing effectiveness to plan suitable work for pupils of different abilities but, in some cases, expectations of what pupils can achieve are too low.

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

- Raise pupils' attainment and accelerate their progress, particularly in writing by:
  - increasing the challenge for more able writers
  - providing boys with more relevant, purposeful opportunities for writing
  - embedding the systems for assessing and tracking pupils' progress.
- Raise the quality of teaching by:
  - making better use of questioning to check and improve pupils' understanding in lessons
  - building on recent improvements in marking
  - ensuring that expectations of pupils are consistently high.
- Improve pupils' learning by:
  - increasing their understanding of what they are expected to learn in lessons
  - increasing their involvement in assessing their progress towards their personal learning targets.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Outcomes for individuals and groups of pupils

**3**

National assessments for pupils in Year 2 have varied in recent years, but have been below average, particularly in writing. As yet unvalidated data for 2010 show that the proportion of pupils reaching the expected Level 2 in writing rose considerably, because of concerted efforts to raise attainment, although no pupil reached the higher Level 3. Year 6 results reveal that pupils made too little progress in Key Stage 2 in recent years. However, the school's assessment records for the last year show that progress across the school has accelerated and pupils' achievement is satisfactory. This is reflected in the provisional results for pupils in Year 6 in 2010, which show improved performance in reading and mathematics.

Pupils' better learning and progress is reflected in the lessons seen during the inspection. This is particularly the case when expectations are appropriately high. Across the school, pupils apply themselves diligently and are keen to improve. In an outstanding lesson in Year 6, pupils made rapid gains in their understanding of how to write a description of a character. They benefited greatly from opportunities to express their ideas verbally before committing to writing. In another highly successful lesson Year 5 pupils showed an impressive ability to write a descriptive passage to predict the events leading up to a scene in a film. The skilful use of role-play enables lower ability pupils to make excellent progress. Pupils' all-round progress is accelerating but their improvement in writing still lags behind. The school has focused on raising the quality of boys' writing by giving them more interesting and relevant writing tasks. This is bearing fruit and, across the school,

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boys are working hard to succeed. Amongst other groups, the few pupils learning English as an additional language receive the support they need to make satisfactory progress.

Pupils report that they enjoy school and attendance levels are broadly average. They make good progress spiritually, morally and socially, but their knowledge and awareness of cultures other than their own is patchy. Pupils' satisfactory progress in their basic skills means they are appropriately prepared for the next stage in their education. They have appropriate opportunities to contribute to the school and the wider community, for example by acting as school councillors or playground buddies.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	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
<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>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</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>

<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?

Teaching is improving because regular monitoring has identified weaknesses and these have been tackled robustly. During the inspection, a good proportion of the teaching was good or outstanding and there was no inadequate teaching. This is a key factor in pupils' accelerating progress. The school rightly recognises that there is more still to do to iron out inconsistencies in teachers' approaches. Teachers are increasingly better informed about pupils' performance and, in most cases, this information is used successfully to plan suitable work. Occasionally, however, more could be expected of pupils and there are missed opportunities to reinforce pupils' understanding or tackle misconceptions. In addition, some of the initiatives, for example in marking and target setting, are still new and are not yet used with sufficient consistency. Lessons run smoothly because teachers

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are well organised and pupils behave well. Teachers use a wide range of strategies, including the creative use of interactive whiteboards, to make lessons interesting. They work well with teaching assistants, particularly to support lower ability pupils and those with special educational needs and/or disabilities.

The improved curriculum ensures that the work presented to pupils becomes progressively more challenging from year-to-year. Improved planning for writing is providing more meaningful opportunities. Good links are made between subjects. For example, Year 4 pupils used their design and technology skills, historical enquiry and literacy to enhance their understanding of life in war-time Britain. The curriculum provides well for aspects of pupils' personal development, for example, promoting pupils' good understanding of how to lead safe and healthy lives. A good range of extra-curricular activities enhance pupils' enjoyment.

Staff provide good care, support and guidance for pupils. Improved assessment means that they are increasingly able to provide them with appropriate work and target extra help where it is most needed. Pupils who are potentially vulnerable are supported well. They are fully included in school life and able to make similar progress as their classmates. Systems for identifying and supporting pupils with special educational needs and/or disabilities have improved and are good. Teaching assistants make a strong contribution to this provision and good links with external agencies ensure that specialist help is sought, and this is deployed well. The school has satisfactory systems for promoting good attendance and tackling absence. Pupils from Key Stage 1 and 2 who attend the after-school club on two days per week are provided with a safe and enjoyable environment.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<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 has quickly won the support of staff to build on the successes of the previous year. This improvement has been founded upon sharper monitoring of lessons and the closer tracking of pupils' progress and has given leaders a clear picture of the school's performance and priorities. There is still more to do to raise pupils' attainment and progress further particularly in writing. In addition, although the quality of teaching is improving more needs to be done to ensure pupils make consistently good progress. Nevertheless, staff and the governing body are united in their drive for improvement. The governing body have increased their involvement in the evaluation of the school's work and are now better placed to challenge leaders about the school's performance. Close links with another local school have contributed well to the school's improvement through the sharing of leadership and other expertise. Constructive relationships with a range of

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external agencies contribute to the good provision for vulnerable pupils and those with special educational needs and/or disabilities. All pupils are valued whatever their background or ability and are given equal access to everything the school offers. Work to close the gap in the performance of boys and girls in writing is proving successful and this remains a priority for the school. The school takes appropriate steps to safeguard pupils. Robust checks are made on the suitability of adults to work with children and the potential hazards presented by activities and visits. The school has a sound understanding of the community it serves, but evaluation of its impact on community cohesion is largely informal. It has recently introduced a plan of action to put this evaluation on a more formal footing.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</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>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</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>3</b>

## Early Years Foundation Stage

Children enjoy their time in Reception and achieve well. When they first start school, they arrive with widely differing needs and skills which overall is lower than that typically found. They make good progress because staff provide a supportive and challenging environment. Children settle quickly and, even at this very early stage of the term, many routines are well established. Good links with families and pre-school settings ensure that children's needs are well known to staff from an early stage. Planning enables regular access to all areas of learning. There has been an increased emphasis on encouraging boys to write, and this remains a priority. Staff provide a good balance of activities selected by children and those led by adults, and much of the work planned stems from children's own interests. The adults engage well with children, posing questions and making thoughtful suggestions to extend children's understanding. They make regular assessments and build up a helpful picture of each child's achievement. These 'learning journeys' have recently been reviewed and the improved version provides an attractive record of children's time in Reception. Good use is made of the outdoor area, although



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large climbing and balancing equipment is sited away from the Reception area. This means that children cannot choose to do these activities as part of their daily play. Steps are being taken to rectify this. The Reception teacher leads the setting well and ensures that the provision is under constant review. Welfare needs are well met.

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

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

## Views of parents and carers

All parents who expressed an opinion say that their children enjoy school, are kept safe and are happy with their children's experience at school. Most of those who responded to the questionnaire agree or strongly agree with the other statements included in the consultation. In the main, inspectors endorse these views. Inspection evidence shows that the proportion of good teaching is increasing, but this is not yet sufficiently consistent to ensure that pupils make consistently good progress.

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

Ofsted invited all the registered parents and carers of pupils registered at Our Lady of Lincoln Catholic 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 56 completed questionnaires by the end of the on-site inspection. In total, there are 182 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	44	79	12	21	0	0	0	0
The school keeps my child safe	43	77	13	23	0	0	0	0
My school informs me about my child's progress	29	52	24	43	1	2	0	0
My child is making enough progress at this school	25	45	25	45	2	4	0	0
The teaching is good at this school	35	63	20	36	0	0	0	0
The school helps me to support my child's learning	28	51	25	45	1	2	0	0
The school helps my child to have a healthy lifestyle	35	63	19	34	2	4	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)	27	48	21	38	1	2	0	0
The school meets my child's particular needs	30	54	24	43	1	2	0	0
The school deals effectively with unacceptable behaviour	26	46	25	45	1	2	0	0
The school takes account of my suggestions and concerns	23	41	29	52	1	2	0	0
The school is led and managed effectively	25	45	22	39	1	2	0	0
Overall, I am happy with my child's experience at this school	40	71	16	29	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 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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 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. 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"> <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.**



15 September 2010

Dear Pupils

**Inspection of Our Lady of Lincoln Catholic Primary School, Lincoln, LN2 2HE**

On behalf of the inspection team I would like to thank you for being so friendly and helpful when we visited your school recently. A special thank you goes to those of you who met with us to give us your views. You gave us lots of useful information. This is what we found out.

Your school gives you a satisfactory education. This means that there are some things it does well and some things it could do better. The staff and governors have been working hard to improve the school and things are getting better. They take good care of you and make sure you feel safe. They give you interesting things to do in lessons and lots of out-of-school activities and these help you to enjoy school. You play your part by behaving well and working hard. Well done, and keep it up!

Your new headteacher, staff and governors are keen for the school to improve and we have asked them to do three things:

- to continue to improve your writing by challenging you to do even better and giving you even more interesting things to write about, especially the boys
- to keep a closer check on your learning in lessons, and to give you good ideas for how you can improve your work. We want them to make sure that the work is always hard enough for you
- to make sure you understand what you are expected to learn in lessons (the learning objectives). We want you to be more involved in deciding when you have reached your targets.

Please all help by continuing to work hard with all your work, especially your writing, concentrate on what your teachers ask you to improve and think carefully about your targets.

Yours sincerely

Keith Williams

Lead inspector

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