

The Lincoln Bishop King Church of England Primary School

Inspection report

Unique Reference Number	120630
Local Authority	Lincolnshire
Inspection number	358806
Inspection dates	19–20 May 2011
Reporting inspector	Derek Aitken

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	273
Appropriate authority	The governing body
Chair	Mark Stothard
Headteacher	Kate Rouse
Date of previous school inspection	3 October 2007
School address	Kingsway Lincoln, Lincolnshire LN5 8EU
Telephone number	01522 880094
Fax number	01522 880095
Email address	enquiries@bishopking.lincs.sch.uk

Age group	3–11
Inspection dates	19–20 May 2011
Inspection number	358806

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by three additional inspectors. Fourteen lessons or parts of lessons were visited and nine teachers were observed. A scrutiny of pupils' work was carried out, with a particular focus on writing. Inspectors held discussions with members of the governing body, staff and groups of pupils. The inspectors observed the school's work and looked at documents, including policies and procedures relating to the safeguarding of pupils, self-evaluation records and assessment information. The inspectors analysed responses to questionnaires from 97 parents and carers, 107 pupils and 25 staff.

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

- The quality of the school's work in supporting the learning and progress of pupils with English as an additional language.
- How well more-able pupils are supported and challenged to do their best.
- Rates of attendance and their effect on the development of pupils' work-place skills.
- The impact of recent changes in provision in the Early Years Foundation Stage on outcomes for children.

Information about the school

The Lincoln Bishop King is a little larger than most primary schools and the number of pupils on roll has risen steadily in recent years. This is mainly the result of new arrivals from Eastern Europe, especially Poland. Consequently, although most pupils come from White British backgrounds, the number of pupils from other backgrounds has increased and now comprises about a third of the total. Many more pupils than is normally the case join and leave the school at different times before the end of Year 6. The proportion of pupils known to be eligible for free school meals is above average. The percentage of pupils with special educational needs and/or disabilities is well above average. Children in the Early Years Foundation Stage are taught in two part-time Nursery classes and one Reception class. A very few Reception children who join at later times are taught with some Year 1 pupils. Most other pupils are taught in single-aged classes.

The school operates a daily breakfast club. The school has Healthy Schools Status and holds the Activemark, Artsmark (Silver) and International School awards.

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

Lincoln Bishop King has improved the quality of its provision since it was previously inspected and is a good school. Attainment has risen to average by the end of Year 6 and this is despite significant changes to the size and composition of the school roll in the last four years. Pupils' attainment is higher in reading and mathematics than in writing where weaknesses remain in the quality of pupils' handwriting and accuracy of sentence construction. New staff appointments have improved the quality of teaching and learning and have contributed well to an increase in the rate of pupils' progress in Key Stage 2. Pupils' achievement and other outcomes are good and this means that Lincoln Bishop King prepares pupils well for the next stages of their lives.

The school has a considerable number of strengths. Pupils are well cared for and new arrivals settle in well. Good use is made of staff expertise and external agencies to monitor and support the large number of pupils whose circumstances may make them vulnerable. High levels of pupil mobility, and religious celebrations in home countries where schooling does not start until the age of seven, are significant factors in pupils' low rate of attendance, especially in Key Stage 1. School leaders have embedded the 'creative curriculum' into its work. Lessons are often centred on topics which appeal to pupils and this has enhanced pupils' motivation and enjoyment of their learning. While most of the teaching is good, learning objectives and success criteria are sometimes not focused sharply enough on the key skills pupils should acquire by the end of a lesson. This hampers teachers' capacity on these occasions to check closely pupils' understanding of important teaching points and to advance pupils' learning at a brisk pace. School leaders have taken rigorous action to eliminate weak teaching but have yet to make full use of opportunities to spread best practice across the staff.

The capacity of the school to improve further is good. Self-evaluation, including that undertaken by members of the governing body, is accurate and effective. Almost all of the issues identified at the previous inspection have been successfully resolved. The school has benefited well from specialist advice and the systems and initiatives which have been put in place are now established in its practice. Leaders have worked purposefully to improve outcomes for pupils and children in Nursery and Reception. The performance of groups of pupils, including those with English as an additional language, is carefully monitored. Weaknesses in their attainment are sharply identified and swift, appropriate action is taken to address them. The school provides good value for money.

What does the school need to do to improve further?

- Maintain the school's efforts to improve attendance to reach the local authority target of 94.1% by July 2012.

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

- Strengthen the quality of teaching so that it is consistently good by:
 - making better use of learning objectives and success criteria to establish a clearer focus on the extent to which pupils succeed in acquiring key skills in the course of a lesson
 - sharing best practice in teaching across the school.
- Raise pupils' attainment in writing by:
 - planning more systematically for the development and progression of legible, joined-up handwriting
 - focusing more sharply on pupils' accuracy in sentence construction.

Outcomes for individuals and groups of pupils**2**

Pupils achieve well. Their skills when they join Year 1 are well below average. Progress is satisfactory in Key Stage 1, but picks up in Key Stage 2 so that by the end of Year 6 pupils' attainment is average. The delay in progress in the infant classes is partly because most pupils at an early stage of learning English as an additional language have not acquired sufficient competence or confidence in English to enable them to benefit fully from their lessons. Their language skills develop quickly in Key Stage 2. This factor, together with their increasing maturity, enables them to catch up with their White British counterparts. By Year 6, pupils who have been in the United Kingdom for some years speak English fluently. Pupils express their ideas clearly in writing but their attainment in this skill is compromised by weaknesses in the quality of their handwriting and use of grammar. More-able pupils are well motivated and make good progress. For example, Year 2 pupils confidently explained the differences between different breeds of dogs and the tasks that golden retrievers were suited to carrying out. More-able pupils in Year 4 used Egyptology timetables efficiently and resolved partitioning problems successfully to work out differences and totals in the calculation of distances. On a few occasions, when required to explain more abstract concepts, more-able pupils require further support from the staff to guide their thinking. Pupils with special educational needs and/or disabilities also progress well. For example, Year 6 pupils accurately identified the conditions needed for seeds to germinate and selected an appropriate test to check their findings.

Pupils' positive attitudes and hard-working approach while completing their independent tasks underpin their enjoyment of learning. They have some say in selecting topics to study and they find their learning fun. They get on well with each other and the staff. They say that they feel safe and they have a clear understanding of the dangers of unrestricted internet access. They make good use of the extensive playground area to take lots of exercise at break-times. They have a good knowledge of healthy lifestyles, as reflected in the school's awards and most make healthy food choices. Pupils contribute well to the school and local community in their roles as councillors and sports leaders, and through choir performances for elderly residents. They demonstrate a good awareness and acceptance of cultural diversity as reflected, for example, in the quality of their relationships with pupils from different backgrounds. Pupils' understanding of the importance of working together for the greater good is demonstrated by their active involvement in, and response to, school assemblies and community projects organised by the diocese. These positive outcomes, coupled with good levels of provision and enterprise

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

week activities, counterbalance the negative impact of pupils' low rates of attendance on the acquisition of work-place skills.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	2

¹ 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 has several strengths. Teachers have good subject knowledge and plan interesting, imaginative tasks using a wide range of resources to enable all groups of pupils to engage in active learning. Teachers usually ensure that pupils explain their reasoning and this effectively challenges pupils to think clearly for themselves and prepares them to demonstrate initiative and confidence when they start to work on their independent tasks. This technique, together with careful monitoring to ensure that quieter pupils are coaxed to contribute their ideas, promotes the development of pupils' speaking and listening skills well. Older pupils are aware of their learning targets and this helps them to understand what steps they need to take next. Teachers in Key Stage 2 mark pupils' work well and provide clear guidance on how pupils can improve their work. Sometimes, learning objectives and success criteria are less clearly defined for pupils and, when these factors are coupled with less varied teaching methods, the pace of learning slows.

The curriculum caters well for the academic and personal needs of groups of pupils. Letters and sounds schemes, drama and role-play activities and 'big write' initiatives combine effectively to address gaps in pupils' literacy skills. The creative curriculum

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

effectively incorporates international aspects, for example through the Comenius project, to promote pupils' cultural development. Pupils with English as an additional language are well supported by additional interventions from teaching assistants, booster groups and some external bilingual services. Good opportunities are provided for pupils to develop a deeper awareness of factors which promote their health and safety. For example, some pupils operate as junior road safety officers, while Prince's Trust students worked with Year 3 pupils making fruit smoothies. All groups of pupils participate keenly in the extensive range of clubs.

The school cares for its pupils well. Classroom support for pupils with English as an additional language and pupils with special educational needs and/or disabilities is mostly channelled very effectively and results in clear gains in pupils' attainment. The constantly changing composition of the school's roll makes it difficult for leaders to set realistic targets for pupils. Nonetheless, pupils' progress is carefully tracked and actions, which include a wide variety of support programmes, are taken quickly to redress any underachievement. Links with a wide range of external agencies, including the police, support the school's work well. School leaders promote attendance strenuously, for example, in arranging for Polish children to receive religious confirmation locally. High rates of pupil mobility hamper school leaders' efforts to work in a sustained way with some families to address deep-seated problems, including attendance issues. The breakfast club provides pupils with nutritious food and a well-chosen range of activities to get their day off to a good start.

These are the grades for the quality of provision

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

How effective are leadership and management?

School leaders have worked determinedly to improve outcomes for pupils. An appropriate range of regular monitoring activities concentrating on key areas of literacy and numeracy and well focused lesson observations have enabled staff to acquire an accurate picture of the quality of provision. Firm action has been taken to eliminate weaker teaching and develop assessment practice. Initiatives which were implemented a few years ago, such as the creative curriculum, are now bearing fruit. School leaders have improved the capacity of teaching assistants since the previous inspection to meet the needs of diverse groups of pupils. School leaders promote equal opportunities and tackles discrimination well as reflected, for example, in the good progress of all these groups. Members of the governing body have acquired the expertise and self-reliance to hold school leaders effectively to account for pupils' performance and to influence school improvement. The school's arrangements for safeguarding pupils work well. Particular strengths include the close attention paid to the recruitment of suitable adults and the quality and monitoring of site

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

security to minimise risks. School leaders have worked pro-actively to develop all the strands of community cohesion, and monitor and adapt actions accordingly to improve provision for pupils.

These are the grades for leadership and management

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

Early Years Foundation Stage

Children's skills and knowledge when they join Nursery are well below those expected for their age, especially in aspects of literacy. School assessment information indicates that children's attainment has improved significantly during this year and the gap with national expectations has narrowed considerably. A significant reason for this is the improved performance of boys. They, in particular, have benefited from the increased opportunities afforded by the development of the outdoor provision, which followed participation in a local authority project. Improved use of assessment has enabled staff to identify individual needs and plan more tightly for the next steps in children's learning. Resources, both indoors and outdoors, are used well to consolidate and extend children's skills, including their speech development. In Nursery, some children speak only in single words although their responses to adults indicate that their understanding is developing. By the Reception year language for communication has developed considerably, but some children with English as an additional language intersperse words from their home language into English when talking with each other. Staff respond well to children's needs by purposely creating focused opportunities in all areas of learning for children to talk and respond to questioning. Children settle well in the setting as links with parents and carers, and routines and expectations are well established. Welfare requirements are fully met. Children behave well and are safe and sensible at play. They relate well to all adults and are responsive to their prompts and suggestions. Leaders' current focus on improving children's writing is supported well by the prominent display of mark-making equipment. Several children use this spontaneously or willingly when encouraged by adults. Under

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

very effective leadership, the staff have developed into a strong team which has resulted in a growing consistency in approach in meeting children's needs.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

The proportion of parents and carers who responded to the questionnaire was slightly above average. The statistical responses, as reflected in the table below, indicate that the large majority of parents and carers view the school's work positively. Relatively few written comments were received and these, both positive and negative, contained no common thread.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at The Lincoln Bishop King Church of England 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 97 completed questionnaires by the end of the on-site inspection. In total, there are 273 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	45	46	50	52	2	2	0	0
The school keeps my child safe	53	55	44	45	0	0	0	0
My school informs me about my child's progress	38	39	52	54	7	7	0	0
My child is making enough progress at this school	39	40	51	53	6	6	0	0
The teaching is good at this school	40	41	53	55	3	3	0	0
The school helps me to support my child's learning	42	43	52	54	3	3	0	0
The school helps my child to have a healthy lifestyle	35	36	59	61	3	3	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)	32	33	57	59	5	5	2	2
The school meets my child's particular needs	36	37	55	57	3	3	0	0
The school deals effectively with unacceptable behaviour	25	26	62	64	8	8	2	2
The school takes account of my suggestions and concerns	24	25	67	69	3	3	2	2
The school is led and managed effectively	35	36	54	56	2	2	2	2
Overall, I am happy with my child's experience at this school	40	41	52	54	5	5	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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



23 May 2011

Dear Pupils

**Inspection of The Lincoln Bishop King Church of England Primary School,
Lincoln, LN5 8EU**

I would like to thank you for your help when the inspection team visited your school recently. This is what we found.

Yours is a good school. The following reasons are particularly important in explaining why it is successful:

- children get off to a good start in Nursery and Reception
- you are taught well and this makes sure that you make good progress. By the time you leave school at the end of Year 6 your standards are average
- school leaders have designed a curriculum which interests you, helps you to enjoy your learning and to learn successfully
- you behave well and have a good understanding of how to stay healthy and keep yourselves safe
- your headteacher, helped by the governing body and other staff, has changed the school for the better in the last few years.

There are a few things that the headteacher and staff need to do to help you learn even better and improve your writing skills. We have asked them to:

- improve the accuracy of the way you construct sentences and to plan carefully for developing your handwriting
- make sure that good methods of teaching are shared fully across the staff. We have also asked the headteacher to make sure that staff make best use of your learning objectives and success criteria to support your learning
- keep working hard on improving the attendance of pupils who are absent too often.

You can all help by attending school every day.

Yours sincerely

Derek Aitken

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.