

# The Lincoln St Peter at Gowts Church of England Primary School

Inspection report

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<b>Unique Reference Number</b>	120563
<b>Local Authority</b>	Lincolnshire
<b>Inspection number</b>	358791
<b>Inspection dates</b>	4–5 July 2011
<b>Reporting inspector</b>	Georgina Beasley

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 controlled
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	249
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Carol Sayles
<b>Headteacher</b>	Elaine Niblett
<b>Date of previous school inspection</b>	5 June 2008
<b>School address</b>	Pennell Street Lincoln LN5 7TA
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## Introduction

This inspection was carried out by three additional inspectors. Twenty-four lessons were observed and nine teachers seen. Inspectors held meetings with groups of pupils, staff and representatives of the governing body. They observed the school's work, and looked at safeguarding procedures, assessment information, pupils' work, improvement plans and a range of policies and procedural documents. Inspectors analysed 52 questionnaires from parents and carers, 94 from pupils and 24 from staff.

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

- Is attainment improving strongly for all year groups as a result of good learning and progress in lessons?
- How well do pupils who speak English as an additional language learn, including those who are new to the country?
- How effectively is teaching helping pupils to catch up, especially pupils in Years 5 and 6, and boys in writing?
- Is the leadership of literacy and numeracy helping pupils to close the achievement gap and to practise and apply their skills in a range of subjects and to real-life situations?

## Information about the school

The large majority of pupils who attend this average-sized primary school are of White British heritage. The remainder are from a number of minority ethnic groups. The proportion of pupils who speak English as an additional language has doubled this year and is well-above average. In total, nineteen languages are spoken. Mobility is high. The proportion of pupils known to be eligible for free school meals is above average. The proportion of pupils with special educational needs and/or disabilities is above average and a small proportion of these has a statement of special educational needs.

The school has the Primary Languages Award to recognise its work with pupils who speak English as an additional language, as well as Healthy Schools status and International Schools awards. A breakfast club, managed by the governing body, runs every day.

**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 Lincoln St Peter at Gowts is a good school. The headteacher's commitment and ambitious drive for improvement is embraced by the pupils, staff and the governing body. They all support the vision that, 'the children are at the centre of all we do'. Considerable improvements have been made to the learning environment, which is welcoming and supportive of pupils' learning. The variety of curriculum experiences promotes and encourages pupils to enjoy learning. Attainment has improved and is broadly average in English and mathematics at the end of Year 6, reflecting pupils' good learning and progress from their starting points. Achievement is good, including for pupils with special educational needs and/or disabilities.

The school promotes equal opportunities well. Every pupil who joins the school settles quickly as a result of the warm welcome they receive from staff and other pupils and the speed with which they are included in all relevant activities. Pupils from different backgrounds get along extremely well because of the very positive way the school celebrates everyone's culture and diversity. Pupils who arrive with little or no English quickly learn enough English to make good progress in all subjects. Behaviour is good and pupils feel safe. Procedures for ensuring pupils' safety are comprehensive and followed diligently by all staff. All visitors are checked in and out of the building.

The school has a good capacity to improve. The comprehensive system for tracking pupils' progress enables teachers to identify quickly any dips in achievement and to take immediate action to put progress back on track. Self-evaluation is accurate and improvement priorities are relevant. The school's driving ambition for improving pupils' outcomes has resulted in excellent improvement in the quality of teaching since the previous inspection; teaching is now consistently good across the school and sometimes excellent. There has been too little time for the improvements to result in sustained improvement in pupils' achievement over time. Nevertheless, pupils' achievement is improving strongly and those who had slipped behind in previous years are catching up fast. There is now no significant gap between boys' and girls' attainment in writing this year, as was the case previously.

Pupils have a good understanding of how well they are doing and what they need to do to improve but this is better in some year groups than others. Pupils in some year groups still rely on the teacher to help them assess their work and are not always able to improve their work independently to ensure they do their best every time. The school has improved opportunities for pupils to use and apply important skills in a range of subjects and real-life scenarios with great success in reading and information and communication technology (ICT). Pupils have good opportunities to write for a range of purposes and to develop their vocabulary and speaking skills. This is particularly beneficial to pupils who

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join the school with little or no English. Opportunities to use and apply mathematics skills in the same way are inconsistent.

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

- Embed consistent opportunities for pupils to use and apply their mathematics skills in a range of subjects and in meaningful real-life contexts.
- Consolidate pupils' ability to identify for themselves what they have to do to progress to the next level and then to make the necessary improvements independently.

## Outcomes for individuals and groups of pupils

2

Children start in Nursery with knowledge, skills and understanding below levels expected for their age. By the end of Year 6 they have caught up and achieve the standards expected for their age. Pupils with special educational needs and/or disabilities also make good progress. They are keen to do well and understand their targets because they are involved in planning their learning in intervention groups. Pupils new to the country learn to speak English quickly due to the good support they receive in lessons and in small groups outside the classroom. As a result of this excellent start to learning English, the school received a Primary Languages Award.

Learning and progress in lessons are good. In some lessons, learning and progress are excellent enabling pupils to make up some of their previous underachievement, especially in Years 5 and 6. Pupils enjoy being actively involved in their learning. In Year 2, pupils developed their inference skills well by using clues in a picture to decide where the pictured girl was and how she was feeling. In an excellent Year 6 lesson, pupils learned how to include the traits of their Alice in Wonderland characters when writing a diary extract from different points of view. They used the OAP (organisation, audience and purpose) strategy to remember how to set out their writing. Pupils know their targets and value the detailed feedback they get from teachers that helps them to improve their work. They do not always do this independently in some year groups.

Pupils feel safe in school. They understand the consequences for misbehaviour and like the traffic light system that rewards good behaviour. Bullying is rare and, when it does occur, pupils are confident that it will be sorted out quickly. Healthy Schools status was awarded due to how well pupils lead healthy lifestyles. For example, their participation in the wide range of sporting and physical activities is high. Pupils make a good contribution to the school and wider community through putting forward ideas in school council, acting as playground buddies and meeting with community representatives to discuss the needs of the community and the school. Attendance is above average and pupils arrive on time and ready to learn. This promotes good habits for later life. Pupils work closely with local businesses to learn about the world of work. Pupils have good ICT skills and use them well to support learning in other subjects.

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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>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>2</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>	2
<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?

Teachers use assessment effectively to plan well-matched learning for all pupils. Focused support for pupils with special educational needs and/or disabilities and for those who speak English as an additional language ensure they make good progress in lessons. Pupils capable of harder work receive the challenge they need to reach higher-than-average levels. Teachers use electronic whiteboard technology to engage pupils' attention and sustain concentration. A range of strategies supports pupils' learning effectively. For example, Year 5 pupils used the DDUM (Down Divide, Up Multiply) strategy sung to the Pink Panther theme tune to remember how to find fractions of numbers. Time is used well in lessons to ensure that pupils are always focused on learning. Pupils have good opportunities to share ideas and talk about their work which helps them to develop good speaking and listening skills. Teachers' questioning deepens pupils' understanding and moves learning forward well.

The variety of visits and events makes learning memorable and makes a strong contribution to pupils' good spiritual, moral, social and cultural development. For example, pupils were awestruck when seeing an elephant for the first time. On seeing St Paul's Cathedral for the first time, one pupil recalled how, 'it took my breath away'. Pupils have good opportunities to write for real purposes and to use computers to support their learning in a range of subjects. This is motivating boys, in particular, to write. Pupils in Year 6 enjoy philosophy lessons and the many debating opportunities which help develop

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their speaking, listening and thinking skills highly effectively alongside their ability to work collaboratively and accept others' points of view.

Structured transition arrangements ensure children settle quickly into Nursery and pupils are confident about the move to Year 7. Pupils who join the school in year groups other than Nursery benefit from good support that enables them to get involved in all relevant activities quickly. Good support and guidance has resulted in improving attendance and punctuality. Care for pupils with medical needs is excellent and enables them to attend school as regularly as they can. Breakfast club provides a drop-in facility to support families who work or that have an early appointment and gives pupils who attend a positive start to the day.

*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>2</b>

## How effective are leadership and management?

The headteacher's high expectations and ambitious drive for improvement permeate the work of the school. The staff team is completely focused on continually improving pupils' learning and achievement. Improved use of assessment information has helped teachers to assess learning and to plan effectively to meet the full ability range of learners in lessons. Staff meet regularly to discuss the school's work and agree actions to improve provision further. As a result, everyone is clear about what is going well and what still needs to be improved. Procedures for tracking pupils' progress are excellent and pick up any dips in pupils' achievement quickly. As a result, timely adjustments to teaching and interventions quickly put pupils' progress back on track.

The governing body plays an active and very effective role in monitoring and evaluating the school's work and in ensuring resources support the agreed improvement priorities. Governors have a detailed knowledge and understanding of what the school does well and where it needs to improve. The views of parents and carers are sought through surveys but currently only a few respond. The school ensures the clear and comprehensive safeguarding procedures are reviewed and monitored regularly to ensure pupils' safety and well-being.

Partnerships make a positive contribution to pupils' learning. The 'Stand Up Speak Up' (SUSU) partnership gives pupils opportunity to work as a team while enjoying physical activities. Community cohesion is promoted well. Positive partnerships with schools in Derbyshire and in Poland, resulting in an International Schools award, were selected to complement and contrast the school's social and ethnic diversity. The school promotes equal opportunities well and tackles discrimination extremely well. Pupils cannot recall any racist incidents and show surprise that there should even be any. Pupils with special

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educational needs and/or disabilities are given the support they need to be involved in all aspects of school life.

*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	1
<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>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>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

There has been good improvement to children's learning and development in Nursery and Reception because teaching, and leadership and management are good. Children start in the Nursery with skills below the levels expected for their age. They make good progress in Nursery and Reception and reach the levels expected for their age in all areas of learning by the time they start in Year 1. This year children reached levels above those expected for their age.

Children enjoy a rich and varied curriculum. Children who start in the Nursery with little or no English make good progress in their personal development and speaking skills. Targeted support and the use of sign language and pictures help them to understand quickly what is expected. Everyone joins in with each other's play amicably. Every child is busily involved when they arrive either in a favourite activity or playing with a favourite toy. They are confident to try new experiences such as exploring the textures of a cornflour mixture and other materials or observing the giant African land snails. As a result, children are settled and confident learners by the time they move to the Reception class.

Children in Nursery and Reception particularly enjoy learning in the excellent outside environments. They learn to be inquisitive and to explore their surroundings and the natural world in confidence because of the ever-changing range of interesting activities and resources on offer. An above-average number of adults work in the Nursery and Reception so that children can benefit from individual support. Detailed assessments and regular staff meetings ensure every adult knows the children's learning needs well and



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give them a focus when joining in with the children's learning. Parents and carers are involved in the children's initial assessments by completing an 'All about me' booklet but their involvement after that is inconsistent. All adults join in with the children's play, asking questions or adding to their learning although sometimes some children spend too long playing with little adult intervention. Children are involved in choosing which activities to do, whether to learn indoors or outside and in reviewing their learning at the end of each session. They are not always given the opportunity to plan what they will learn in their chosen activity and how they will know when that learning has been successful.

*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

A below-average proportion of parents and carers returned a questionnaire. Of those who did, a very large majority are satisfied with the school and their child's learning. The inspection endorses the views of the very large majority of parents and carers who feel that the school keeps their child safe and that their child is making good progress because teaching is good. A very small proportion feels that the school does not take account of their suggestions and concerns. While teachers are available on the playground at the start and end of the day to listen to concerns, the school has identified as a priority the need to gather parents' and carers' views more formally. A very small minority of parents and carers feel the school is not well led and managed. The inspection found that there has been good improvement since the previous inspection due to good leadership and management, especially by the headteacher.

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

Ofsted invited all the registered parents and carers of pupils registered at The Lincoln St Peter at Gowts 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 52 completed questionnaires by the end of the on-site inspection. In total, there are 249 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	31	60	18	35	3	6	0	0
The school keeps my child safe	33	63	19	37	0	0	0	0
My school informs me about my child's progress	25	48	26	50	0	0	0	0
My child is making enough progress at this school	26	50	24	46	0	0	0	0
The teaching is good at this school	35	67	17	33	0	0	0	0
The school helps me to support my child's learning	25	48	26	50	1	2	0	0
The school helps my child to have a healthy lifestyle	17	33	31	60	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)	22	42	27	52	1	2	0	0
The school meets my child's particular needs	22	42	28	54	1	2	0	0
The school deals effectively with unacceptable behaviour	20	38	28	54	4	8	0	0
The school takes account of my suggestions and concerns	15	29	31	60	3	6	0	0
The school is led and managed effectively	23	44	23	44	3	6	0	0
Overall, I am happy with my child's experience at this school	24	46	25	48	1	2	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](http://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"> <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.**



6 July 2011

Dear Pupils

**Inspection of The Lincoln St Peter at Gowts Church of England Primary School, Lincoln, LN5 7TA**

Thank you for making us welcome when we visited your school recently and for telling us so much about your school. You were all very polite. We were impressed with how well you welcome new pupils and involve them in your games.

The Lincoln St Peter at Gowts is a good school. You all get along well together and your behaviour is good. Your headteacher and all of the adults who work in school help you to achieve well in your learning and in your personal development. You make good progress because the curriculum is interesting and teaching is good. You told us that you feel safe. You like how the school is always looking for ways to improve and are rightly proud of and excited about the new playground improvements. You make a good contribution to the school through the school council and by talking to your teachers about what you do and do not like. The developing links you have with schools in this country and in Poland help you learn about communities in Britain and the wider world. Good opportunities exist for you to keep fit and healthy.

We have asked your school to give you more opportunities to use your mathematics skills in different subjects and real life scenarios, like you did in Year 6 when planning your leaver's party. We have also asked teachers to help you all to identify for yourselves what you have to do to improve your work so that you can make the necessary improvements on your own.

You can help by making suggestions about how you can use your mathematics skills in other subjects and how you could use them in real life, and by checking your work carefully before you show it to your teacher.

Thank you again for making us feel so welcome. We wish you well for the future.

Yours sincerely

Georgina Beasley

Lead inspector

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