

# Lincoln Gardens Primary School

## Inspection report

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<b>Unique Reference Number</b>	133700
<b>Local authority</b>	North Lincolnshire
<b>Inspection number</b>	381534
<b>Inspection dates</b>	22–23 November 2011
<b>Reporting inspector</b>	John Foster

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	456
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mike Beardsall
<b>Headteacher</b>	Carol Tong
<b>Date of previous school inspection</b>	04 March 2009
<b>School address</b>	Lincoln Gardens Ashby Scunthorpe DN16 2ED
<b>Telephone number</b>	01724 844430
<b>Fax number</b>	01724 849009
<b>Email address</b>	<a href="mailto:head.lincolngardens@northlincs.gov.uk">head.lincolngardens@northlincs.gov.uk</a>

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## Introduction

This inspection was carried out by four additional inspectors. The inspectors observed 22 lessons taught by 16 teachers. Meetings were held with parents and carers, groups of pupils, members of the governing body and staff. Inspectors observed the school's work and looked at a variety of documents, including its development planning and those relating to safeguarding, minutes of the governing body's meetings, pupils' records and school policies. Inspectors analysed 192 parental questionnaires along with those of pupils and staff.

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

- The accuracy of the school's evaluation of pupils' attainment and progress in relation to the results of the national tests in 2011.
- Whether the outcomes for children in the Early Years Foundation Stage are outstanding.
- The effects of the recently introduced changes in the curriculum on pupils' learning.

## Information about the school

This is a well-above-average-sized primary school. Almost all pupils are of White British heritage, with the remaining few being from a range of minority ethnic backgrounds. The proportion of pupils known to be eligible for free school meals is broadly average. The proportion of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs, is average. The school provides a newly established breakfast club for its pupils. The school has gained Healthy School status, the Communication and Interaction Charter Mark, The Global Dimension Bronze Award and the Silver Eco Award.

**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

This is a good school. There are particular strengths to be found in the Early Years Foundation Stage and in the care, guidance and support given to pupils. Children start in the Nursery with skills that are well-below those typical for their age. The outstanding work of the Early Years Foundation Stage gives them an excellent start to their school life so that they make very rapid progress in developing skills. Throughout Key Stage 1 and Key Stage 2 pupils, including those with special educational needs and/or disabilities, continue to make good progress. By the end of Year 6 pupils' attainment is broadly average, although it is lower in mathematics than in English. The good progress made is largely as a result of the good teaching to be found throughout the school. Pupils enjoy school and say that they feel safe and secure in the welcoming environment. This is shown through their above average attendance and their good behaviour. Pupils' spiritual, moral, social and cultural development is good, with particular strengths in their social and moral development.

The care, guidance and support provided for pupils are outstanding. The school places great emphasis on ensuring that all procedures are in place to give pupils all the support they need in their academic and personal development. Arrangements for safeguarding are good overall, with some elements of outstanding practice. Child protection arrangements are effective and staff know what action to take should they have concerns about any child.

The school has recently revised its curriculum to make it more relevant to pupils' needs and interests. This has had a positive effect on pupils' attitudes to learning. As one pupil told an inspector, 'The school is awesome!' Pupils are enthused to learn.

The school is led well by the headteacher and her senior leaders. They have a clear foresight for moving the school forward and, alongside the good governing body and staff, have devised positive plans to realise this vision. Good links exist with parents and carers, most of whom think very highly of the school. The school has developed an outstanding range of partnerships with other schools and many outside agencies to support its work and ensure pupils' welfare. The school's evaluation of its performance is largely accurate and this, together with the good-quality teaching and learning, effective leadership and the positive drive to raise attainment further, places the school in a good position to maintain its improvement.

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

- Raise attainment further in English and, more particularly, in mathematics by:
  - ensuring the quality of teaching and learning is good or better in all lessons through providing specific support to teachers where weaknesses have been identified
  - giving subject leaders greater opportunities to monitor the quality of teaching and learning at first hand.

## Outcomes for individuals and groups of pupils

2
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Pupils achieve well and clearly enjoy their learning. Almost all pupils spoken to were adamant that their school was 'the best'. This is borne out by their above-average attendance and good attitudes to learning. They work hard and persevere well with their tasks in order to complete them successfully. From well below expected starting points, pupils are taught well and this enables them to make good progress overall as they move through the school. Their attainment by the end of Year 6 is broadly average, with English being better than mathematics. In lessons seen the quality of learning, and hence the progress made by pupils, were good overall. Pupils are enthusiastic to learn; their behaviour in lessons is good overall and, on many occasions, it is exemplary. Where teaching is less secure, pupils are not as motivated to learn, some lack of concentration ensues and progress slows.

Pupils told inspectors that they feel safe in school and that there is always an adult in whom they can confide if they have a problem, knowing they will be listened to and their concerns acted upon. They know the value of eating healthy food and are aware of the dangers of smoking, drugs and alcohol. They take an active part in the sports activities provided both during and after school time. Within school, pupils get on well together and they readily take on roles of responsibility, for example the class 'VIP' of the day. The school council meets regularly and has a positive influence on what is happening in the school. Beyond the school, pupils recognise some of the issues relating to their locality and they raise funds for national charities.

Pupils' spiritual, moral, social and cultural development is good. They work and play well together and enjoy socialising at playtimes and, for example, whilst eating their dinner. They have strong moral understanding and are clear about what is right and what is wrong. They support each other well in lessons and around the school. However, they have less well-developed knowledge of the rich mix of cultures found in other parts of the country.

*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>

**How effective is the provision?**

The quality of teaching observed ranged from satisfactory to outstanding and, overall, it is good. At its best the teaching is inspirational and enables pupils to make excellent progress in their learning. In one lesson, for example, pupils were enthused to undertake their own investigation about different counties within England. They used computers well to aid their investigation and worked together to improve their knowledge of their country. The main reasons for their enthusiasm stemmed from the teacher's enthusiasm and the fact that their learning was relevant to their interests. Where teaching is less secure, teachers' expectations of pupils are not as high and, consequently, pupils do not concentrate well enough and learning slows. In these lessons pupils are not as enthusiastic about their learning.

The recently reviewed and changed curriculum is having a positive effect on pupils' learning. Based more securely on pupils' needs and interests, pupils have reacted well to the adaptations made. As a result, they are more focused on lessons and strive hard to improve their work. Pupils enjoy great success and work well together. Information and communication technology is used well to support learning in other subjects. The school uses visits and visitors well to support learning. Opportunities for learning beyond the school day are wide and varied. Pupils keenly participate in the activities provided for them and told inspectors that they enjoy them greatly.

The school provides outstanding care, guidance and support for its pupils. The environment is extremely welcoming and a high level of care for its pupils is a prime factor in the school's work. The school works extremely well with parents and carers of children whose circumstances make them potentially vulnerable, in order to eliminate barriers to learning. Outstanding links have been established with outside agencies, who work alongside parents, carers and pupils to give the support required. Transition arrangements are well established. Early Years Foundation Stage staff visit children's homes before they begin school to ensure a smooth introduction

<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

to school. Highly effective arrangements are made for older pupils to visit the receiving comprehensive schools prior to the next move of schools.

*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>1</b>

## How effective are leadership and management?

The positive leadership of the headteacher and senior leaders has resulted in the school maintaining good progress since the previous inspection. They work together as a cohesive unit, each complementing the others' skills and sharing a clear vision for the school's future. They monitor the school's work well, clearly identifying its strengths and weaknesses. Governance is good. The staff are supported well by an effective governing body. Members of the governing body take an active part in the life of the school and are clear about its strengths and where improvements are needed. They work closely with the school in planning for its future.

The management of teaching and learning is good overall. Whilst subject leaders know the strengths and weaknesses in their subjects, they do not undertake first-hand observations of lessons in order to fully support teachers in overcoming identified relative weaknesses. Instead they rely on the evaluations of the senior leadership team. The school enjoys good links with parents and carers, who are welcomed into school to help support their children's learning. Excellent links have been established with a range of partners to help support pupils' progress. These include links to the local authority's services to provide specialist support by such groups as psychologists, special educational needs staff and those with expertise in behaviour management. Excellent links have been established with other primary schools in the area and with the receiving comprehensive schools. This is an inclusive school where all pupils are given an opportunity to participate in all the activities provided. Arrangements for tackling discrimination are well established and successful.

The arrangements for safeguarding are good. Appropriate policies are in place and records are kept well. Staff are aware of their role in ensuring the safety of pupils and have received appropriate training for their role. The school promotes community cohesion well. Pupils have good knowledge of their local community and some experience of cultures globally, although they are not as aware of the wide range of cultures to be found in the United Kingdom.

*These are the grades for the 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	2
<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>1</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

The Early Years Foundation Stage provides an excellent start for the children at the school. Most children, when they start in Nursery, have skills that are well below those typical for their age. The quality of teaching they receive throughout the Early Years Foundation Stage is outstanding. This results in children making excellent progress and the percentage reaching the expected goals for their age is increasing rapidly. The teaching is particularly effective because the staff work hard in assessing what the children can do, and use the results of their assessments in their planning to provide stimulating and exciting activities. Children's communication skills are particularly weak when they start school and many of their activities are focused on improving these skills. The staff ensure that children have opportunities to develop at an excellent rate through teacher-led and child-initiated work, both indoors and in the excellent outdoor learning area. The excellent relationships the staff share with parents and carers provide help for them to work together in developing children's learning.

Children are developing good social skills because of the example they are set by the staff. They clear up after themselves and relate well to each other in their play. They know that they need to wash their hands before snack time and when they have been to the toilet. All adults in the Early Years Foundation Stage know their role in caring for the children and perform it extremely well.

The Early Years Foundation Stage is led excellently by a dedicated leader. She ensures that children are highly challenged at all times and works alongside her staff to provide learning activities that are closely matched to each child's needs.

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

<b>Overall effectiveness of the Early Years Foundation stage</b>	<b>1</b>
Taking into account: Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management in the Early Years Foundation Stage	1



## **Views of parents and carers**

The inspection questionnaire response rate, at around 40%, is above the average found in primary schools. Parents and carers overwhelmingly support the school and the work it does for their children. Of the questionnaires returned only a small percentage had negative responses. In discussion with inspectors, parents and carers were clear that the school was doing all that it could to give their children the best possible start. The inspectors support the very positive views expressed by the large majority of parents and carers. A very small number of comments expressed negative views. Inspectors thoroughly investigated all the general matters raised. Their findings are included within the report.

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

Ofsted invited all the registered parents and carers of pupils registered at Lincoln Gardens 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 192 completed questionnaires by the end of the on-site inspection. In total, there are 456 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	109	57	81	42	1	1	1	1
The school keeps my child safe	124	65	63	33	3	2	1	1
The school informs me about my child's progress	90	47	93	48	6	3	2	1
My child is making enough progress at this school	98	51	80	42	11	6	1	1
The teaching is good at this school	103	54	85	44	0	0	0	0
The school helps me to support my child's learning	96	50	90	47	5	3	0	0
The school helps my child to have a healthy lifestyle	100	52	88	46	4	2	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)	93	48	85	44	6	3	0	0
The school meets my child's particular needs	90	47	94	49	5	3	0	0
The school deals effectively with unacceptable behaviour	83	43	86	45	14	7	3	2
The school takes account of my suggestions and concerns	74	39	98	51	9	5	4	2
The school is led and managed effectively	89	46	92	48	10	5	0	0
Overall, I am happy with my child's experience at this school	110	57	76	40	3	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 is for the period 1 September 2010 to 08 April 2011 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.**



24 November 2011

Dear Pupils

**Inspection of Lincoln Gardens Primary School, Scunthorpe, DN16 2ED**

Thank you for the welcome you gave the inspectors when we came to visit your school recently. I would like to thank you for the help you gave us with our work and let you know what we found out about your school.

You go to a good school where the staff provide excellent care for you. The very good work the school does with its partners from outside the school helps a lot with this and your learning. The excellent work done by the staff in the Nursery and Reception classes gives you an outstanding start to your school life. The teaching you receive is good overall, so that you make good progress throughout your time at school. Nevertheless, by the time you reach the end of your time at the school most of you attain about average standards. However, your attainment is higher in English than in mathematics. You told us that you enjoy school enormously and that is clear from the way you attend regularly, behave well and work hard for your teachers. You told us that you feel safe in school and that if you have a problem there is always an adult available for you to talk to. You obviously care for each other and support your friends well in your work and play.

In order to make the school even better, we have asked the headteacher, staff and governors to:

- raise your achievement in English and, more particularly, in mathematics by involving teachers more in checking on how well you do and in giving you better support in lessons.

You can help by continuing to work hard and attending school regularly.  
I wish you the very best for the future.

Yours sincerely

John Foster  
Lead inspector

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