

# Our Lady of Lincoln Catholic Primary School

Laughton Way, Lincoln, LN2 2HE

**Inspection dates** 5 – 6 February 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils achieve well and make good progress in English and mathematics. Attainment is rising throughout the school.
- Since the previous inspection, the quality of teaching has improved. It is now good. A significant proportion of teaching in the Reception class, and in Years 1, 2 and 6, is outstanding.
- The headteacher and governors are driving improvements to teaching and achievement relentlessly. Subject leaders are now following their example. The school is well placed to improve further.
- The school makes good provision for pupils' spiritual, moral, social and cultural development.
- Pupils wear their school uniforms with pride. They behave well, are consistently polite, and always treat each other and visitors with respect. Relationships between pupils and adults are excellent.
- Pupils feel safe in school. They say there is no bullying, and that they enjoy being in school. This is reflected in their improving attendance, which is now broadly average
- Outstanding provision in Reception leads to excellent progress in this class.

### It is not yet an outstanding school because

- Although teaching is good overall, some requires improvement.
- There is occasional low-level inattention, usually in lessons when teachers do not actively involve pupils and they have to sit passively for too long. At times, tasks are too easy or too hard for some pupils, and this is not always addressed as quickly as it could be.
- Subject leaders do not check often enough on the quality of learning taking place in those areas for which they hold responsibility.
- There are some inconsistencies in pupils' handwriting and the quality of presentation of work.

## Information about this inspection

- Inspectors observed 17 lessons, of which three were joint observations with the headteacher. All seven teachers were observed at least twice. The inspection team also listened to pupils in Year 2 and Year 4 reading.
- Meetings were held with the headteacher, subject leaders, two governors and a representative of the local authority.
- Inspectors held two meetings with different groups of pupils, including the school council, and also spoke informally with several other pupils during the inspection.
- The team observed the school's work and looked at a range of documentation including the school development plan, data about the achievement of pupils in different subjects in all year groups, records of the school's governing body, and samples of pupils' work.
- Inspectors took account of 20 responses to the online questionnaire (Parent View) in planning and carrying out the inspection. They also looked at 19 questionnaires returned by school staff.

## Inspection team

Terry McDermott, Lead inspector

Additional Inspector

Nicholas Capron

Additional Inspector

## Full report

### Information about this school

- This is smaller than the average-sized primary school but the number of pupils on roll is rising. All classes except Year 4 (with 29) and the current small Year 6 have 30 pupils.
- The proportion of pupils for whom the school receives the pupil premium (additional government funding for particular groups, including those known to be eligible for free school meals) is broadly average.
- The proportion of pupils from minority ethnic backgrounds is broadly average.
- The proportion of pupils who speak English as an additional language is broadly average.
- The proportions of pupils supported at school action, and at school action plus, or by a statement of special educational needs, are all broadly average.
- More pupils than is usual enter or leave the school at times other than those normally expected.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- All pupils are educated on site. The school does not use alternative provision to support any of its pupils.

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

- Eradicate less effective teaching and improve the consistency of learning in both English and mathematics by:
  - ensuring that work set in lessons is neither too easy nor too hard and presents challenges to pupils of all abilities
  - minimising the time spent giving all pupils the same explanations so they spend too long waiting passively, and maximise the time they have available to work on whatever task is set.
- Ensure that leaders at all levels check more frequently and regularly that pupils are learning enough in those areas for which they have responsibility.

## Inspection judgements

### The achievement of pupils is good

- Children begin Reception class with skills that vary from year to year, but which are typically below those expected for their age. Because the quality of provision has improved to be outstanding, children make excellent progress and are now reaching above-average standards by the time they join Year 1.
- Pupils currently make rapid progress in Key Stage 1 because of the very challenging work they are set which makes them think for themselves. In 2012, a higher proportion of pupils in Year 1 than the national average achieved the expected standard in phonics (the sounds that letters in words represent). Pupils have usually left Year 2 with standards in reading, writing and mathematics that are a little below average. This is because progress in the past has not been as good, and children did not leave Reception with such high attainment.
- Pupils make good progress in Key Stage 2, but this can vary from between different year groups. Pupils' progress is consistently rapid in Year 6 in both English and mathematics because teaching here is also often outstanding. In 2012, pupils left Year 6 with broadly average standards in English, but with standards in mathematics about a term in front of those normally expected. When considering their well-below-average starting points in Year 3, this represents good progress over time.
- Pupils make particularly good progress in reading.
- Different groups of pupils, including disabled pupils and those with special educational needs, and pupils who are new to the English language achieve well. Pupils supported through additional government funding (the pupil premium) also make good progress. Gaps between the standards they reach and the standards reached by other pupils are closing much more rapidly than the national average. This is because the school carefully tracks the progress these pupils are making, and makes sure that resources and support are quickly in place to meet their needs.

### The quality of teaching is good

- All lessons are characterised by pupils' excellent attitudes to learning and by the outstanding relationships between teachers and pupils. Teachers are passionate about their subjects, this enthusiasm is infectious, and motivates pupils to learn well.
- Several examples of outstanding teaching were observed, in a majority of year groups, but a small amount of teaching requiring improvement was also seen. In these few lessons, teachers either did not set work to meet pupils' needs well enough, or spent too long talking about what pupils were going to do instead of letting them get on with it. This inconsistency explains why pupils' learning over time is good rather than outstanding.
- The very best lessons often combine different subjects together to bring learning to life. Pupils are set practical tasks to carry out research quickly followed by independent writing to describe what they have found out. This was seen to excellent effect in a Year 2 literacy lesson on adjectives. Pupils were taken outside to explore mini-beast environments with their fingers. The sentences they wrote, on their own, immediately following this exploration demonstrated their grasp of adjectives as describing words. Their concentration was total, their commitment undeniable, and their understanding complete.

- Teachers do not always insist on pupils' applying common high standards of presentation to all of their work. For example, some work in pupils' writing books is neat, precise and done in pen, whilst the same pupils' topic books have work which is untidy, has crossing out, and is done in pencil. This unchecked inconsistency in the quality of work inhibits progress.
- Teachers usually use questioning well to check, develop and reinforce pupils' learning. They monitor pupils' progress carefully in lessons, and show flexibility in adapting activities in the light of pupils' responses.
- In Year 1 and Reception, the teachers' very calm and methodical approaches to developing personal skills lay solid foundations for pupils' very positive behaviour and excellent attitudes to learning to grow over succeeding years.
- Teachers work closely and effectively with teaching assistants when planning lessons. This ensures that teaching assistants understand their roles and can provide good support to those pupils who need it most.

### **The behaviour and safety of pupils are good**

- Pupils' attitudes to learning are very positive. Their behaviour is good. They are calm, friendly and unfailingly polite in classrooms, outdoors at break-times, and in the dining room. Relationships are very good and pupils are always respectful to adults and to each other.
- Pupils can be trusted to work effectively without direct supervision. When asked to work independently, they sustain their concentration well, often for long periods when work is of a challenging or practical nature.
- On a small number of occasions, pupils do not give their full attention in lessons, but this is always when they have had to sit waiting patiently for their next piece of work. They do not disrupt lessons even when they find their work too easy.
- Pupils are happy to be in school. They say they feel safe and well looked after. They can confidently explain why this is so.
- Pupils are aware of the different forms of prejudiced based bullying and know what to do if it occurs to them.
- Attendance rates have risen consistently over the last three years and are now average.
- Pupils' spiritual, moral, social and cultural development is consistently good. Pupils are well mannered and listen carefully to guidance from their teachers, and to thoughtfully expressed opinions from their classmates. There is no sign of disrespect or intolerance in this school.
- The large majority of parents who gave their opinions on Parent View were supportive of the work of the school. Some parents were worried that behaviour in the school was not well managed, and that there was bullying. Inspectors found pupils to be calm, polite and very patient, even when teaching was less than inspiring. The pupils to whom inspectors spoke were firmly of the view that there was no bullying in school as polite, confident and well balanced young citizens well prepared for the next stage of their education.

**The leadership and management are good**

- Senior leaders, including governors, ably led by the headteacher, have worked effectively to improve the school. The marked improvements they have delivered since the last inspection, along with accurate self-evaluation, indicate a strong capacity for further improvement.
- The local authority has given good support in helping the school to make these improvements, particularly in its work with the governing body.
- Staff morale is high. All adults share a common purpose, and this enables constructive criticism to be made and accepted honestly and openly.
- The school accurately and regularly measures what pupils know and can do, and uses this information to plan and deliver additional support if pupils appear to be falling behind. This new system has helped to improve pupils' progress since the last inspection.
- Subject leaders do not monitor learning in their areas of responsibility closely enough. This has been one of the reasons why not all teaching is yet good.
- Pupil premium funding is used wisely and effectively to boost learning in lessons for those pupils who qualify for it. The school promotes equality of opportunity by ensuring that all pupils can participate in all enrichment activities the school provides.
- What is to be taught is planned on a two-year cycle which involves pupils directly in its topic selection. Subjects are grouped together so that skills learned in one subject can be extended and explored in another. This is having a marked impact on improving both boys' writing skills and girls' mathematical skills.
- **The governance of the school:**
  - Members of the governing body are committed, supportive and effective. They have a clear understanding of the school's performance, how much it has improved, and what factors have caused it. They have a subtle understanding of pupils' attainment and their progress. They accurately check how well the school is doing compared with other schools nationally. They know where the strengths and weaknesses in teaching lie. This level of understanding enables them to hold the school to account for its performance by asking pertinent and probing questions of its leaders. Governors have clear systems for managing the performance of teachers and are insistent that pay and promotion are linked to the progress being made by pupils. They check closely on how the pupil premium is spent and how this makes an impact on the progress these pupils are making. The governors are very active in ensuring that all procedures relating to safeguarding pupils' welfare meet requirements.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	120618
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	405951

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

<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>	194
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Kevin Hall
<b>Headteacher</b>	Julia Summers
<b>Date of previous school inspection</b>	13 September 2010
<b>Telephone number</b>	01522 527500
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