

The Lincoln Bishop King Church of England Primary School

Kingsway, Lincoln, LN5 8EU

Inspection dates 6–7 March 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils do not make consistently good progress throughout the school.
- Attainment at the end of Key Stages 1 and 2 in reading, writing and mathematics was below average in 2013.
- Skills in grammar, punctuation, sentence structure and spelling are not developed in regular pieces of writing.
- In mathematics, the basic skills of addition, subtraction, multiplication and division are not developed in progressive steps through the school.
- Pupils who are supported by additional pupil premium funding do not usually make as much progress as others.
- Teachers do not always show high enough expectations of pupils' work rate in lessons, and sometimes pupils do not focus on their learning.
- Marking does not consistently help pupils to improve their work.
- Leaders do not ensure that pupils and parents appreciate the importance of attending regularly, or follow up absences rigorously.
- Leaders, managers and governors have not taken effective action since the previous inspection to maintain good teaching and achievement.
- Subject leaders do not work closely with staff to develop teaching.

The school has the following strengths

- Children in the Early Years Foundation Stage are well supported and involved in a wide range of activities. This prepares them well for Year 1.
- Pupils say that they feel safe in the school.
- Pupils' spiritual, moral, social and cultural development is strong.
- Pupils from a wide range of backgrounds get on well with each other.

Information about this inspection

- Inspectors observed teaching in 15 lessons or part lessons. One of these was a joint observation with the headteacher, and the headteacher was observed feeding back to the teacher on pupils' learning and progress.
- Meetings were held with the headteacher, staff, two groups of pupils, two governors and a local authority representative.
- Inspectors spoke with parents informally when they brought their children to school and considered the 45 responses to the online Parent View survey. They also considered the responses to 33 staff questionnaires.
- The inspection team observed the school's work and scrutinised a range of documents including the school's own evaluation of how well it is doing and plans for the future, records on pupils' progress, minutes of meetings of the governing body, and records related to behaviour, attendance and safeguarding.

Inspection team

Susan Williams, Lead inspector

Additional Inspector

Martin Finch

Additional Inspector

Nicholas Capron

Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school.
- Pupils come from a wide range of backgrounds. Most are from White British and Other White backgrounds.
- The proportion of pupils whose first language is not English is more than twice the national average.
- The proportion of pupils for whom the school receives the pupil premium is above average. This additional funding from the government helps pupils who are known to be eligible for free school meals, looked after by the local authority or from service families.
- The proportion of disabled pupils and those who have special educational needs supported through school action is well above average. The proportion supported at school action plus or with a statement of special educational needs is slightly above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.

What does the school need to do to improve further?

- Improve teaching so that it is consistently good or outstanding by:
 - raising teachers' expectations of progress and work rate in lessons, particularly for the more-able pupils
 - marking work regularly in a way that shows pupils how to improve it.
- Raise standards by ensuring that:
 - additional help given to pupils, particularly those known to be eligible for pupil premium funding, accelerates their progress
 - skills in grammar, punctuation, sentence structure and spelling are developed in regular pieces of writing
 - basic skills in mathematics including addition, subtraction, multiplication and division are developed progressively throughout the school.
- Work with parents and pupils to promote good attendance and rigorously follow up absence so attendance improves.
- Improve the effectiveness of leadership and management by:
 - ensuring that subject leaders work closely with staff to improve teaching
 - governors monitor leaders' actions rigorously to ensure that they make a difference.

An external review of governance, including the school's use of the pupil premium, should be undertaken to assess how these aspects of leadership and management may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils do not make consistently good progress throughout the school. Although progress has started to accelerate, particularly in Key Stage 2 in reading and writing, attainment in 2013 was below average in reading, writing and mathematics at the end of both Key Stage 1 and 2. Work in pupils' books shows that they do not achieve well.
- Pupils do not practise their skills in skills in grammar, punctuation, sentence structure and spelling in regular pieces of writing in a way that builds them up securely. Similarly, the basic mathematical skills of addition, subtraction, multiplication and division are not built up through gradually harder work each year as pupils get older.
- Pupils do not always have positive attitudes to learning and on occasions lose focus on their work or become distracted, which does not help them make the best progress. Expectations are not high enough, particularly for most able pupils, who did less well in the Year 6 national tests than pupils in other schools.
- There is a wide range of support provided for pupils known to be eligible for pupil premium funding including additional teaching assistant time, a parent support worker, individual and small group sessions as well as access to clubs and visits. The school recognises this support has not previously made enough difference, and this year has a teacher working with individuals and small groups. The school's own data show that eligible pupils do not make as much progress as other groups. In the national tests in 2013, these pupils reached a similar level to their classmates in reading, where the gap narrowed, but the gap widened in writing to approximately six months and in mathematics to 10 months.
- Disabled pupils and those who have special educational needs are supported by teaching assistants in lessons and make similar progress to other pupils. They are positive about the help they receive from teaching assistants and how they will be flexible and help other pupils when they are stuck on their work. Other White pupils, those with whose first language is not English and those who join the school at different times all make similar progress.
- The school has focused on developing pupils' early reading skills successfully and trained staff so these can be taught in small groups with pupils of similar ability. Pupils enjoy reading, are able to use the strategies they have learnt to help them sound out words and they have a good understanding of what they mean. The proportion of pupils who achieved the required standard in the Year 1 phonics (letters and their sounds) screening check was below national levels in 2012 but increased in 2013 to above them.
- Children in the Early Years Foundation Stage make good progress and are well prepared for entry into Key Stage 1. When children join the school in Nursery or Reception, a large majority have skills and knowledge which are below those usually expected for their age, particularly in their communication and number development. Outcomes have improved from below average in 2011 to a similar proportion achieving a good level of development in 2013 to schools nationally.

The quality of teaching

requires improvement

- Teaching in English and mathematics is not consistently good. Teachers do not show high enough expectations of the work pupils, including the more-able pupils, can do or how much progress pupils can make in lessons. Pupils are not routinely given advice in marking which they

then can use to improve their work. These weaknesses mean pupils are not developing positive attitudes to learning to drive better progress.

- Classrooms are bright and colourful and have rich displays of pupils' artwork. Teachers now routinely share with pupils the focus of the learning. This was an area for improvement from the last inspection. Teachers have good subject knowledge and have positive relationships with pupils in their classes. Routines for moving around classrooms and between different activities are clear and pupils respond well.
- Where there is faster progress, for example in a Year 6 mathematics lesson, pupils were shown a strategy to work out factors of numbers and had to investigate information. The teacher's expectations were high and pupils responded well to the challenge.
- Teaching in the Early Years Foundation Stage is good. Children take part in a wide range of activities which support their development, particularly in writing and number. The staff respond very well to children's interests. A particular common strength across Nursery and Reception is how adults move learning forward and get children to think about their work with questions. Examples include asking children about making sandwiches in Nursery and in Reception, questions about where different kinds of seeds might come from on a play dough activity, and asking children whether boats they had made would float and why.

The behaviour and safety of pupils

requires improvement

- The behaviour of pupils requires improvement. Pupils occasionally lose focus on learning in lessons and this holds them back from making good progress. They are not all aware of the next steps in learning to think about to improve their work.
- The school is effective in promoting positive relationships, ensuring all pupils have an equal chance to succeed and tackling discrimination. Pupils from different backgrounds get on well with each other. Although there have been a few racist incidents, these have been dealt with well by the school. Pupils say that behaviour is good and that most of the time they get on well with each other. They say that it is 'a friendly school.' The large majority of parents responding to the online survey think that behaviour is well managed.
- Pupils are well behaved around the school and school records show there are few incidents over time. Pupils are routinely courteous, polite and well-mannered to adults and to each other. Pupils know about different types of bullying and although they say there is the odd dispute, bullying is not of concern to them. School records confirm their view is accurate.
- The school's work to keep pupils safe and secure requires improvement. Attendance, which has been well below average since the previous inspection, has started to rise this year. However, some parents do not ensure their children attend school regularly and the school does not always follow up absence rigorously, particularly for those pupils who have low attendance.
- Pupils say that they feel safe in the school and the very large majority of parents responding to the online survey agree with this view. The school promotes pupils' understanding of keeping safe with visitors such as anti-bullying specialists and the police.

The leadership and management

requires improvement

- The actions since the previous inspection by leaders and governors have not made sure that teaching, achievement and behaviour and safety have remained good. Subject leaders do not

work closely with staff to develop teaching in their areas of responsibility.

- The headteacher is clear about the improvements needed in the school. Following a visit to an outstanding school, leaders have already discussed changing how they develop teaching and have planned to adapt how subjects are taught so skills are developed more thoroughly across age groups. The school's own recent checks on pupils' books highlight similar areas for improvement to this inspection, showing that leaders' monitoring is accurate.
- Systems for monitoring the performance of staff are thorough. Clear targets are set and support is provided to help teaching improve, and challenge is provided where teaching is less strong. Teachers are positive about the training they receive to support their development.
- Most subjects, including English and mathematics, are taught through a topic approach with examples including *Alice in Wonderland*, Fairy Tales and Culture Club. Displays in classrooms bring these topics to life and pupils have opportunities to develop their artistic skills. Religious education is taught discretely. Pupils' spiritual, moral, social and cultural development is effectively promoted through this topic work, in lessons and through the school's moral code and in assemblies where pupils are encouraged to think such as asking pupils to reflect on 'How do you find peace?'
- The new sports funding is used to provide additional sports clubs including volleyball. Training needs of staff have been identified and a sports coach is providing dance training. Pupils' access to competitive sports is increasing. The netball team has already been successful in its first competition getting through the first round of a tournament in the local area. All of this is helping to promote pupils' health and well-being.
- The local authority has provided training for governors teaching assistants, and support for the special educational needs coordinator. It has carried out observations of teaching with staff.
- **The governance of the school:**
 - Governors are supportive of the school and the staff. They have received training to help them understand published performance data and receive updates from the headteacher about pupils' progress. They know how pupil premium funding is being spent but have not ensured that progress for these pupils is more rapid and attainment gaps between these pupils and others at the end of Key Stage 2 narrow in all subjects. They oversee the management of the performance of staff and receive support from the local authority for setting targets for the headteacher. They sign off pay awards for senior staff and monitor others in line with the school's policy. They receive updates from the headteacher on the quality of teaching and what support is being provided to improve practice. Although they were aware attendance was an issue following the previous inspection, they did not ensure actions led to swift improvement and attendance has only started to rise this academic year. They ensure safeguarding arrangements meet statutory 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

Unique reference number	120630
Local authority	Lincolnshire
Inspection number	432311

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

Type of school	Primary
School category	Maintained
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	358
Appropriate authority	The governing body
Chair	Rev David Edgar
Headteacher	Kate Rouse
Date of previous school inspection	19 May 2011
Telephone number	01522 880094
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