

Lincoln Gardens Primary School

Lincoln Gardens, Ashby, Scunthorpe, Lincolnshire, DN16 2ED

Inspection dates 24–25 June 2015

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

Summary of key findings for parents and pupils

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

- Not all pupils make the progress they should. Too few attain the higher levels of which they are capable in reading, writing and mathematics.
- The most able pupils are not challenged enough throughout the school, particularly in their writing and mathematics.
- In some classes, particularly in Key Stage 2, pupils do not have sufficient opportunities to write at length. Pupils' spelling, punctuation and grammar are not consistently good enough and this also prevents standards from rising more quickly.
- Teaching is not consistently good to ensure that all pupils achieve well. Teachers' assessments are not always accurate and reliable.
- Not all leaders, particularly middle leaders, are involved enough in improving teaching and raising standards quickly, particularly at Key Stage 2.
- Governors do not challenge leaders sufficiently regarding the progress pupils make and the quality of teaching across the school.

The school has the following strengths

- The teaching of phonics is good and pupils are beginning to achieve well in reading.
- There are examples of good and outstanding teaching across the school.
- Pupils who are disadvantaged, disabled or who have special educational needs are supported effectively. They make good progress and achieve well.
- Pupils say they enjoy school and feel safe. Their behaviour is good and they develop good attitudes to learning. Good quality displays encourage pupils to try their best.
- Provision in the early years is good and children make good progress as a result.
- The provision for pupils' spiritual, moral, social and cultural development is a strength. Pupils have a good understanding of British values.
- Senior leaders are taking appropriate action to raise standards. Recent improvements in the teaching of mathematics and English are beginning to take effect, particularly the teaching of reading.

Information about this inspection

- The inspectors observed teaching throughout the school, including numerous observations carried out jointly with the headteacher and the two deputy headteachers. In addition, the inspectors scrutinised pupils’ workbooks and listened to them read.
- Meetings were held with pupils, the Chair of the Governing Body and one other governor, the headteacher, senior and middle leaders and subject leaders. The inspectors also had a meeting with the school’s improvement partner and a representative from the local authority.
- The inspectors observed the school’s work and looked at a number of documents, including the school’s evaluation of its own performance, current data on pupils’ progress, and planning and monitoring documentation. Inspectors scrutinised the spending of funding for disadvantaged pupils and primary school sports funding. Records relating to behaviour and attendance, as well as documents relating to safeguarding, were also taken into consideration.
- The inspectors considered the 30 responses to the online questionnaire (Parent View). The views of a number of parents the inspectors spoke with during the inspection were also considered.
- The inspectors also took account of the 48 responses to Ofsted’s staff questionnaires and talked to staff during the inspection about their views of the school.

Inspection team

Rajinder Harrison, Lead inspector

Additional Inspector

Barbara Martin

Additional Inspector

Brian Stillings

Additional Inspector

Full report

Information about this school

- This is larger than the average-sized primary school.
- Children in the early years attend part time in the Nursery and full time in the Reception classes.
- Almost all pupils are of White British heritage, with a few from a range of minority ethnic backgrounds.
- The proportion of disabled pupils and those who have special educational needs is below the national average.
- The proportion of disadvantaged pupils, those supported through the pupil premium is above average. The pupil premium is additional government funding provided to support those who are known to be eligible for free school meals and those who are looked after by the local authority.
- The school has had a high number of changes in staff since the previous inspection.
- The school does not use any alternative provision.
- In 2014, the school met the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- The school has recently undertaken a review of governance to consider how governance can be strengthened.

What does the school need to do to improve further?

- Improve the quality of teaching so that pupils' progress speeds up and more attain the higher levels, particularly in writing and mathematics, by ensuring that:
 - teachers have higher expectations of all pupils
 - teachers set the right level of challenge for all pupils, but particularly the most able
 - teachers give pupils enough opportunities to write at length, particularly in Key Stage 2
 - teachers check that pupils apply their basic skills of spelling, grammar and punctuation accurately in all their work
 - teachers deploy teaching assistants to maximum effect in all parts of the lesson
 - pupils apply their knowledge and skills in mathematics more confidently when tackling new problems.
- Improve the effectiveness of leadership and management by:
 - developing senior and middle leaders so that all are better able to help the school improve quickly
 - checking more rigorously that teaching is consistently good or better in all classes
 - making sure that the assessments teachers make of pupils' progress and achievement are always accurate and reliable, and used to inform teachers' planning
 - holding teachers to account for the progress pupils make in their classes
 - ensuring that the governing body is more effective in challenging senior leaders about pupils' achievement and the quality of teaching so that all pupils' achievement is consistently good.

Inspection judgements

The leadership and management

requires improvement

- Leadership and management require improvement because pupils' achievement has not been fast enough since the previous inspection. A high number of staff changes has not helped secure good practice throughout the school. Many middle leaders are relatively new to their roles and are not involved enough in leading improvements in their areas of responsibility.
- With the appointment of a high number of newly qualified teachers, senior leaders have not had sufficient time to develop subject leadership quickly enough in order to raise standards in English and mathematics. Some leaders know what is expected of them but others need further training and support to carry out their responsibilities more effectively. This is particularly the case in checking that teaching is consistently good or better in all subjects and for all groups of pupils.
- Newly qualified teachers receive good support to help them improve and develop their practice. Other staff, and more specifically subject leaders, have not benefited sufficiently from any training they have undertaken to be more effective in their roles to ensure good achievement for all pupils in the subjects they manage.
- The school has strengthened the method to teach phonics (letters and the sounds they make) with good impact in the early years and Key Stage 1. However, teachers do not always check that pupils apply their phonics skills accurately when writing, particularly in Key Stage 2. In mathematics, teachers do not look closely at what pupils have already achieved. There are occasions where pupils repeat work and this impedes their progress. The new calculation policy is beginning to take effect but pupils are not always given the option to apply the methods with which they are most confident to solve problems more quickly.
- While the headteacher is committed to improving pupils' achievement, and is supported well by the deputy headteachers, senior leaders have not focused enough on making sure pupils make the progress they should.
- Senior leaders monitor pupils' progress regularly, but are not rigorous in checking that assessments are accurate and reliably inform subsequent planning. There are regular termly meetings to discuss pupils' progress and teachers' pay is linked to the achievement of pupils in their classes. However, over time, when some pupils have fallen behind, action to remedy this has not been quick enough to help pupils catch up more rapidly.
- Following the school's well-below average results in the 2014 Year 6 national tests and assessments, the local authority stepped up its support. Aspects of the school's work are improving but not quickly enough to secure good achievement and higher attainment, particularly for the most-able pupils.
- The school is implementing national changes to assessment but not all teachers are confident in accurately applying the new procedures to ensure pupils build successfully on what they already know and can do.
- The school is developing a curriculum that is interesting and relevant. Topics that engage pupils are evolving successfully with a greater emphasis, for example, on pupils applying their literacy and numeracy skills in other subjects. The school has adopted a consistent approach to teaching calculation skills to ensure pupils develop their skills systematically. Pupils are reading more regularly and so standards in reading are rising. While pupils write regularly, they do not always write at length to extend their skills further.
- The pupil premium funding is used effectively to provide good academic and personal development support for disadvantaged pupils. The school's caring ethos nurtures pupils' confidence effectively and so they achieve well and often better than their classmates. Opportunities are sometimes missed to enable more pupils to benefit from, for example, the breakfast club that provides a healthy start to the day.
- Disabled pupils and those who have special educational needs often achieve well because the support for them is led and managed well. Parents are particularly appreciative of the way the school supports them and their children, particularly when challenging issues arise.
- The leadership of the early years is good and children make a good start to their learning.
- Despite the school's efforts to improve attendance, it is broadly average. Most parents support their children's good attendance and appropriate action is taken where pupils' absences cause concern. Parents are happy with the school and the success their children achieve.
- The school considers developing pupils' good understanding of British values as a high priority. Staff provide many activities and experiences to help pupils appreciate that they have a role to play as young citizens. For example, pupils vote for school councillors, select charities they might support and enthusiastically undertake responsibilities in the school. This prepares them well for life in modern Britain.
- The school promotes pupils' spiritual, moral, social and cultural development well. Thought-provoking

assemblies, learning about environmental issues and about the cultures and traditions of other faiths, help pupils to learn to value diversity and develop respect for the world in which they are growing up.

- Additional primary sports funding is used well. Teachers work with specialist sports coaches to extend provision. Regular fitness activities, for example, 'Wake and Shake', encourage pupils to enjoy exercise. Many participate in various sports and the school funds additional swimming sessions for pupils in Key Stage 2.
- Safeguarding procedures meet current requirements and are effective. The school takes good care of pupils and any concerns are followed up promptly, with external agencies involved where appropriate.
- Equality of opportunity is promoted well by fostering good relations and eliminating any form of discrimination, including the use of racist language. However, equality of opportunity is not evident in the provision, for example, for the most-able pupils, who are insufficiently challenged in their learning.
- **The governance of the school:**
 - Governors are very supportive and ambitious for the school. They have recently undertaken a review of their performance and are beginning to challenge school leaders more effectively. Governors have also received training to help them understand assessment data so that they can hold leaders to account more effectively about pupils' progress and the quality of teaching. They have worked with the headteacher to successfully eradicate previous inadequate teaching and know that they need to ask more challenging questions about pupils currently in the school and what leaders are doing to raise achievement quickly.
 - Governors are involved in decisions regarding teachers' pay and are more aware of the actions leaders are taking to make improvements that lead to pupils' making better progress. Governors oversee the funding for disadvantaged pupils and know that these pupils achieve well. They have made good use of the primary sports funding and know the impact this has had on pupils' achievement and their health and well-being.
 - Governors ensure that safeguarding procedures meet requirements.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Staff set high standards and most pupils respond well. Pupils show high levels of respect and friendliness towards others. Occasional lapses do occur, but staff manage these quickly and effectively. Pupils of all ages and backgrounds work and play together in harmony because their spiritual, moral, social and cultural development is promoted well.
- Pupils typically behave well in the playground, dining hall and in lessons. They are polite and courteous, and listen to each other respectfully. Younger children share with others and take turns sensibly. Pupils settle quickly in lessons and most sustain their concentration well. Occasionally, a few lose interest and contribute little when they are not challenged at the right level.
- Pupils are happy at school and proud to be there. Year 6 pupils said that they will be sad to leave because they have enjoyed being at 'the best school ever'. Pupils have a good awareness of the need to care for others and look after their classrooms and the environment because, 'We want it to be nice for everyone.'
- While most pupils attend school regularly, because they say that learning is important and fun, a few attend less regularly. Staff encourage the parents of these pupils to ensure their children attend every day.
- Pupils learn to work together in lessons, with activities such as 'talk partners', strengthening relationships and mutual regard for others. Through activities, such as the school council, sports teams, adventure holidays and events like 'Lincoln Garden's Got Talent', pupils develop a sense of community and comradeship that they value highly.
- Most parents who expressed their views on Parent View, or to inspectors directly, agreed that behaviour is good, as did most staff in their questionnaires.
- The school ensures that any pupils who have difficulty managing their emotions and behaviour are supported firmly but sensitively. Parents are kept fully informed about any concerns that arise in school.

Safety

- The school's work to keep pupils safe and secure is good. Pupils report that they feel safe in school and say, for example, that any gaps in perimeter fences are quickly fixed to minimise dangers. As pupils said, 'Once you are in you can't get out but it is because teachers have to keep you safe.' Pupils trust the adults they work with and know if they were worried or upset, teachers would help them.

- Pupils say incidents of bullying and other forms of harassment, for example, name calling, are infrequent. When they occur, they say teachers deal with them straight away. They have a good understanding of the different types of bullying that occur, including the dangers of 'chat rooms' and social media sites and pupils know that they should report any worries to staff.
- Staff are appropriately trained in child protection and safeguarding and are vigilant in their duties to keep pupils safe. Staff know their pupils and their families well, and act promptly if they have any concerns. Designated staff ensure parents are kept fully informed about any action the school takes.

The quality of teaching

requires improvement

- Teaching requires improvement because not enough has been good or better over time. Recent improvements in teaching have yet to impact on raising pupils' achievement to good.
- The high number of staff changes in the last two years has not helped the school sustain improvement in teaching. Some teachers' subject knowledge is not strong enough to challenge pupils appropriately, particularly the most able who are capable of achieving more. Teachers' expectations generally of all pupils are not high enough.
- In mathematics, pupils sometimes repeat work they have done successfully before at no higher level and this slows progress, particularly of the most able pupils. In both literacy and numeracy, pupils' books sometimes show slow productivity, with all pupils doing the same work before moving on to more challenging activities. Pupils are not always confident in selecting the best methods to tackle problem solving quickly and accurately. This is because some pupils have gaps in their learning from previous teaching.
- The teaching of writing requires improvement. While action is being taken to improve the teaching of writing, pupils do not always have enough time to write at length or to check their spelling, grammar and punctuation and thus eliminate careless errors. This is particularly so at Key Stage 2.
- The teaching of reading has improved this year. The effective teaching of phonics is beginning to have a positive impact on how younger pupils confidently tackle unfamiliar words and so standards in reading are rising. In both Key Stages 1 and 2, pupils read regularly and are keen to read to themselves and to others. Daily reading time, often combined with support from adults, ensures pupils read regularly at school. Many also read regularly at home. Parents are encouraged to listen to their children and record their comments; the dialogue between home and school is promoted well.
- Some teachers plan work that builds effectively on what pupils can already do. For example, in a mathematics lesson in Year 4, while most pupils tackled the multiplication of two- and three-digit numbers by partitioning using the grid method, a few were encouraged to apply their secure knowledge of tables to solve the problems using any method they wished. As a result, these pupils made very good progress.
- Most teachers check that pupils understand their learning through probing questions but occasionally teachers move on too quickly. Consequently, not all pupils fully understand their work to help them achieve well.
- Teachers' marking is often good, with teachers making sure pupils read and respond to the comments before starting new work. However, occasionally some pupils have little to correct and learning time is lost as they wait for others to catch up so that new learning can begin.
- Well-trained teaching assistants make a valuable contribution to pupils' learning. They are particularly effective in supporting individual pupils and small groups who need specific help with their learning. Occasionally, teachers do not deploy them well enough during their introductions to tasks to maximise assistants' impact on learning in all parts of the lesson.
- While most teachers' assessments of pupils' achievements are fairly reliable, there are examples where teachers are less secure, particularly with the school's new assessment procedures. Valuable learning time is lost re-assessing pupils and so pupils do not always make progress they could.

The achievement of pupils

requires improvement

- Achievement requires improvement because pupils do not make consistently good progress in every class. Progress is good in the early years but it is too variable in other classes in Key Stages 1 and 2 for all pupils to achieve well. It is not improving quickly enough because too much teaching requires improvement.
- Over time, pupils do not make enough progress, particularly the most able, and hence standards in reading, writing and mathematics are not rising quickly enough. In 2014, while standards at the end of Year 2 were broadly average overall, following three years of being below average, standards at the end

of Year 6 were well below average and Year 6 pupils underachieved that year.

- Current data shows that standards in reading, writing and mathematics are broadly average in both Year 2 and Year 6. An increased proportion of pupils are making better than expected progress in reading. In writing and mathematics, standards appear to be higher than those found in 2014 because an increased proportion of pupils have made at least the progress expected of them. However, too few pupils are still failing to achieve at the higher levels because teaching in these subjects is not consistently good.
- An increased proportion of pupils are attaining the higher levels in reading at both Key Stages 1 and 2 because the teaching of phonics is good. In 2014, pupils attained well below the levels expected in the Year 1 phonics screening test. In 2015, an above average number of pupils attained the expected levels. However, where older pupils have not had this good quality of phonics teaching, many make errors in spelling and this impedes their good achievement in both their reading and writing, particularly at the higher levels. Teachers do not consistently remind pupils to apply phonics when spelling words, particularly at Key Stage 2, and too many pupils make errors in their punctuation and grammar. This limits their achievement in writing.
- The most-able pupils are not challenged sufficiently in their learning throughout the school. Pupils are not given enough opportunities to write at length, particularly at Key Stage 2, and this impedes the progress of the most able in particular. In mathematics, pupils do not have enough opportunities to work at higher levels. With time lost doing work that is too easy for them before moving on to a higher challenge, the most-able pupils do not achieve as well as they could.
- In 2014, disadvantaged pupils supported through the pupil premium funding achieved well at the end of Year 6, with most attaining at the same levels, if not better, than their classmates in reading, writing and mathematics. The gap was closed entirely between these pupils and others in the school. The gap between these pupils and other pupils nationally is one term behind in reading and mathematics and two terms behind in writing. Like their classmates, the overall standards they attained in reading, writing and mathematics were below average but not significantly so. For pupils currently in the school, while the gap is variable from class to class, most are working at levels in reading, writing and mathematics that are in line with their classmates. They achieve well because support for them is good.
- The progress of disabled pupils and those who have special educational needs is generally good, depending on the nature of the need and pupils' personal circumstances. A number have gaps in their learning due to extensive disruptions in their schooling but pupils receive good support to help them catch up as best they can. For example, daily reading sessions help to boost their confidence and competence in reading, and so they achieve well against their well-below average starting points.
- Children start in the Nursery class with knowledge and skills below those typical for their age. Good teaching and creative learning activities help children make good progress. At the end of the Reception Year, most children attain good levels of development in all the areas of learning and a minority exceed these levels. Children overall are well prepared for Year 1, with strengths in their phonics skills, as well as their personal, social and emotional development.

The early years provision

is good

- Children make a good start to their learning in the Nursery class. The majority enter with knowledge and skills below those typical for their age. They make good progress throughout the early years because the activities staff plan are interesting and engaging. Children work in a safe, happy, friendly environment where they feel secure and are keen to learn. By the time children leave the Reception Year, their attainment is average and some are working at Year 1 levels in literacy and numeracy.
- Children's progress has improved year-on-year because leadership and management of the early years are good. Effective teamwork across the unit ensures children progress successfully in each area of learning. Staff regularly review provision and make changes that best meet children's needs and abilities.
- Teaching is good overall with examples of outstanding practice, particularly in the teaching of literacy and notably in phonics. The welcoming environment encourages children to explore and discover at their own pace. Timely adult interventions help children gain confidence and independence in their learning.
- Children establish good relationships with staff and are eager to please. They try hard with whatever is asked of them, quickly adopting routines to ensure that everyone takes turns, shares resources and are kind to each other. Staff model good practice and their expectations of children are high for both their behaviour and their effort to learn well. Children in the Reception classes follow the good examples set by staff by working with younger children to help them learn and so progress more quickly.
- Children make good strides in their speaking and listening skills. Staff encourage them to think about their learning through small group work that gives every child an opportunity to share their ideas.

- Children enjoy the activities planned both inside and outdoors. Staff encourage curiosity as children explore books, water and sand, and re-tell stories through role play. Children's love of reading is evident in the way they enjoy phonics so that they can read books, as one child said, 'all by my own'. They love singing rhymes that develop their confidence in number skills as well as in music. Opportunities are occasionally missed to make the outdoor learning more inventive and challenging, particularly for reading.
- All children, including those who are disabled or who have special educational needs, make good progress. The most able children are often challenged well when working in ability groups, for example in phonics, but some could be challenged further to achieve more.
- Parents speak highly of the school and the good start their children make in the Nursery. Staff encourage parents to help their children learn at home by providing information about the activities their children do at school.
- Welfare and safeguarding arrangements are good. Staff take good care of the children at all times.

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	133700
Local authority	North Lincolnshire
Inspection number	456127

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	505
Appropriate authority	The governing body
Chair	Mike Beardsall
Headteacher	Carol Tong
Date of previous school inspection	22 November 2011
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