

# Inspection of Our Lady of Lincoln Catholic Primary School A Voluntary Academy

Laughton Way, Lincoln, Lincolnshire LN2 2HE

---

Inspection dates: 16 and 17 May 2023

**Overall effectiveness** **Good**

---

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

## **What is it like to attend this school?**

Pupils are happy at this caring school. There is a family feel about the place. Pupils enjoy their learning and being with their friends. One pupil told inspectors: 'At this school, we treat others as we want to be treated.'

Leaders have high expectations of pupils. Staff ensure that the school's Christian ethos and values thread through all aspects of school life. Pupils enjoy making a positive contribution to the life of the school. They like being sports captains, eco councillors and part of the chaplaincy team.

Leaders ensure that there is a purposeful working atmosphere throughout the school. Relationships between pupils and adults are very positive. Pupils behave well. They are well mannered. They care for each other. Pupils understand diversity and equality. Pupils are kept safe and they trust adults to deal with any issues that arise.

Most parents and carers are delighted with the school. One parent, whose views were typical of many, said: 'The school cares about the individual children but also shows great care to their families too. They take time to reassure you and act like an extended family.' Parents like the way that staff deal quickly with any concerns they may have. They appreciate the positive way in which staff communicate with parents.

## **What does the school do well and what does it need to do better?**

Leaders have acted quickly to improve pupils' outcomes at this school, following several COVID-related challenges. Curriculum thinking begins in the early years. In some subjects, leaders have precisely identified the knowledge pupils should learn. Where the curriculum is set out clearly in small steps, teachers know what to teach and when. Leaders are improving other areas of the curriculum. In some subjects, leaders have not yet decided on the precise knowledge they want pupils to learn. As a result, pupils do not always build their knowledge securely over time. In addition, leaders have not fully developed a consistent approach to checking what pupils have learned and remembered. Teachers' checks on this do not always establish whether pupils have learned the most important knowledge.

Pupils remember some of the curriculum content that they have learned. For example, in geography, some pupils can explain the primary, secondary and tertiary parts of the supply chain when discussing fairtrade. Other pupils know, and can locate, the continents. Children in the early years know where Lincoln is on a map of the United Kingdom.

Early readers receive high-quality support as soon as they enter the school. There is a consistent approach to the teaching of phonics. Leaders ensure that they provide training for staff. Teachers regularly check how successfully pupils learn new sounds.

Teachers make sure that the books pupils read match the sounds they have learned. They are quick to provide support if pupils fall behind.

The mathematics curriculum is well planned. Leaders provide regular opportunities for pupils to recap their knowledge. Staff ask questions that encourage pupils to explain their thinking. Most pupils say that they enjoy mathematics. Pupils confidently articulate what they have learned. For example, pupils can explain key mathematical terms such as translation, column addition and subtraction. In the early years, children count forwards and backwards. They readily explain that ten and six is 16.

Pupils with special educational needs and/or disabilities (SEND) receive teaching and support that are closely matched to their needs. Teachers provide strong support so that all pupils with SEND access the full curriculum. Leaders work closely with external agencies so that pupils with SEND do well at school.

Most pupils are a credit to the school. Teachers quickly establish the routines in the early years. Pupils generally respond well to routines. Staff usually manage the rare instances of off-task behaviour effectively. Pupils work well together in class. They are kind and respectful towards each other and adults. Pupils say that they feel safe.

Pupils' personal development is an integral part of the school's work. Pupils across the school learn about British values, diversity and inclusion. External visitors and assemblies support pupils' understanding of values such as liberty. Pupils spoke passionately about their work as pupil mental health champions. Pupils develop a strong understanding of how they can help others. They aspire to the broad range of pupil leadership roles available at school.

Representatives of the multi-academy trust promote an ambitious vision for the school. Trustees and governors are knowledgeable. They offer support and robust challenge to leaders and staff. Leaders are very effective. They have a clear understanding of what is working well and what needs to be improved next. Staff say that they feel valued by leaders.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is a very strong culture of safeguarding at this school. Leaders make sure that staff have regular training. Staff have a secure understanding of what to look for and how to report concerns. Leaders take prompt actions to follow up any concerns. Record-keeping is comprehensive. Staff know pupils and their families well. Leaders make sure that vulnerable pupils, and their families, receive the help they need to stay safe.

Pupils learn how to keep themselves safe, including when online. They know that if they are worried, or concerned, that trusted adults in school are there to help.

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

### (Information for the school and appropriate authority)

- Leaders' curricular thinking in a small number of subjects is underdeveloped. This means that teachers are unsure of the important knowledge that pupils should learn and when this should be taught. This hinders some pupils' achievement. Leaders should ensure that, in all subjects, from the early years to Year 6, leaders identify the essential knowledge that pupils must learn and by when.
- In some subjects, leaders have only recently reviewed the curriculum. As a result, they are still developing assessment strategies for teachers to check what pupils know. They should ensure that staff have sufficient information to identify gaps in learning so that they can help pupils to know and remember more.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	139622
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10269527
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	210
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Nigel Stevenson
<b>Headteacher</b>	Ann Desforges
<b>Website</b>	<a href="http://www.ourladylincoln.lincs.sch.uk">www.ourladylincoln.lincs.sch.uk</a>
<b>Dates of previous inspection</b>	15 and 16 November 2022, under section 8 of the Education Act 2005

## Information about this school

- The school uses one registered alternative provider.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, the assistant headteacher, curriculum leaders, the leader with responsibility for the provision for pupils with SEND and teaching and support staff.
- The inspectors carried out deep dives in reading, mathematics, science and geography. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors also spoke to leaders about the curriculum in other subjects.
- Inspectors examined a range of school documentation, including leaders' self-evaluation, improvement plans and documentation relating to attendance and behaviour.
- One inspector met with the designated safeguarding lead. He considered the safeguarding policy, training records and examples of safeguarding concerns.
- Inspectors considered the responses to the online survey for parents, Ofsted Parent View, and the responses to Ofsted's free-text service. They also considered the responses to the staff survey and the pupil survey.

### **Inspection team**

Damien Turrell, lead inspector

His Majesty's Inspector

Dave Ellison-Lee

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023