



Lincoln Gardens Primary School

Inspection Report

Unique Reference Number 133700
LEA North Lincolnshire
Inspection number 282338
Inspection dates 29 June 2006 to 30 June 2006
Reporting inspector Mrs Carole Cressey

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

Type of school	Primary	School address	Lincoln Gardens
School category	Community		Ashby
Age range of pupils	3 to 11		Scunthorpe, North Lincolnshire
Gender of pupils	Mixed	Telephone number	01724 844430
Number on roll	480	Fax number	01724 849009
Appropriate authority	The governing body	Chair of governors	Mr Mike Beardsall
Date of previous inspection	Not applicable	Headteacher	Mrs Denise West

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

The school is located close to the centre of Scunthorpe. It is very popular and replaced separate infant and junior schools. Most pupils are White British with a very small proportion from minority ethnic heritages and/or at an early stage of learning English as an additional language. The local area has pockets of significant levels of social deprivation and the majority of children start school with standards of attainment which are much lower than those expected. The number of pupils eligible for free school meals is above average. The proportion of pupils with learning difficulties and/or disabilities is above average.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

The school believes itself to be good; it is too modest. The inspection not only judges this school to be very effective but also finds there are some outstanding things happening in the school which are helping pupils to be very successful learners. In this new and exciting school, pupils are becoming well-rounded individuals who can achieve anything they set their minds on. Children get a good start in the Foundation Stage and this continues throughout the school. The excellent care, vibrant curriculum and effective teaching enable pupils to make good progress and reach standards which are average when they leave in Year 6. Assessment systems are excellent and have been pivotal to the improvements in standards in all year groups. The school recognises that this is the key to standards improving even further.

The school is exceptionally well led and managed and its success is due to the headteacher's determination and considerable skill in promoting an ethos where parents, staff and governors work well together to ensure pupils thrive.

One parent summed up the view of most, "My children are very precious to me and I cannot think of anywhere I'd rather send them than Lincoln Gardens Primary, and they love it too". This is a worthy accolade; the school gives good value for money and is exceptionally well placed to become outstanding.

What the school should do to improve further

- Raise standards further in English, mathematics and science.

Achievement and standards

Grade: 2

Standards across the school are rising and most pupils are making good progress and achieving well. Children enter the Nursery with standards which are well below average and, because the teaching in the Foundation Stage is consistently good, children make rapid progress and two-thirds are reaching the expected standard for their age by the time they enter Year 1. Standards at the end of the present Year 2 are below average but this is because the level of disruption during the planned amalgamation was greatest for these pupils and they have not had the advantage of the good provision now available in the Nursery and Reception classes. In addition, this cohort has a significant number of pupils who have complex learning needs.

The 2005 test results for Year 6 pupils were broadly average but showed that some could have achieved better. The school agreed and, as a result of rapid improvements in all areas of its work and especially in the quality of assessments, progress is now accelerating, standards are rising and pupils are achieving well. The teachers' own assessments and the most recent 2006 test results show that more pupils in Year 6 are reaching the expected level for their age and the school has exceeded its ambitious targets in English, mathematics and science. Pupils with learning difficulties and/or disabilities make good progress towards their targets. The few pupils learning English

as an additional language receive good support and, as a result, quickly catch up with their classmates and achieve the expected standards for their ages. The excellent provision for higher attainers and those who are particularly gifted and talented is enabling these pupils to reach their full potential. This can be seen in lessons in Year 5 where these pupils are already working at the higher levels expected in Year 6.

Personal development and well-being

Grade: 2

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. Attendance is satisfactory. Pupils love coming to school and say that they 'wouldn't want to be moved from here for the world'. They have very good attitudes to their work, are keen to do well and say that learning is interesting and fun. Pupils are polite, friendly and most of the time behave well. Pupils are learning to care for each other as seen in the work of the playground pals and buddies. They are proud of the contribution they make to the school through the work of the school council and 'golden time' assemblies. Their suggestion for taped music in the corridor areas effectively enhances the calm, harmonious environment in which pupils thrive. Pupils are aware of the benefits of healthy eating and physical activity and know how to keep safe.

Pupils care about their environment and are looking forward to the creation of a musical garden which the older pupils have designed and received funding for. Pupils in this school are learning to make choices, consider the impact of their actions on others and be responsible members of their community. The school sees these skills as being paramount to pupils becoming successful young citizens.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good overall with some excellent teaching. This is because lessons are well planned, with a good range of activities and learning styles and because teachers are eager for pupils to achieve well. Teachers' excellent knowledge of their pupils' attainment is used well to plan activities specifically for new learning. In the best lessons, the learning of all groups of pupils, including those with learning difficulties and/or disabilities and the most able pupils, accelerates because the work allows them to enjoy success with minimum support from adults. Teachers build well upon pupils' earlier learning and time activities well so that learning is brisk. In all lessons, teachers give pupils responsibility for their learning by setting clear targets for different groups, which pupils say helps them know how well they are doing.

Pupils' very positive attitudes to learning are produced by their own enthusiasm and by the skilful way in which a secure and supportive atmosphere is created by teachers and teaching assistants in most lessons. Occasionally, some pupils become restless when the teaching does not fully motivate them. Adults are skilled at reassuring pupils

about their ability to succeed and at anticipating when pupils with difficulties need support to manage their behaviour. Well timed interventions reduce and often remove significant barriers to some pupils' learning so that pupils of all abilities make the same good progress. Teaching assistants are highly skilled and work very effectively and efficiently to raise standards for pupils of all abilities.

Curriculum and other activities

Grade: 1

The excellent curriculum is vibrant, varied and adapted extremely well to suit the needs of all groups of pupils. A particular strength of the curriculum is the way teachers plan links between subjects and then use these creatively in display or performances. Pupils relish sharing their learning with others, as when, recently, Year 5 presented a programme of poetry, fashion and facts based on their studies of India. Parents and fellow pupils are delighted with such events, which are increasingly becoming a feature of the school's celebration of learning. Teachers carefully tailor the personal, social and health education programme to the needs of their own class so that pupils have a good understanding of the need to stay safe, healthy and form good relationships.

The wide range of extra-curricular activities and visits provides very good opportunities for pupils to extend their enjoyment and discover new skills and talents. These are well attended and much enjoyed by pupils of all ages.

The curriculum prepares pupils very well for the next stage of education. For example, pupils in Years 5 and 6 study French and German so that they can make informed choices when they join the secondary school.

Care, guidance and support

Grade: 1

Every child matters in this school and each child's individuality is valued exceptionally well. The school's outstanding level of care, guidance and support for all its pupils is clearly at the heart of its work. Pupils say this is a 'perfect, loving school' and feel very much valued as individuals. Relationships are excellent; pupils feel safe and secure and know there is always someone to help them with any worries. Child protection procedures and all other checks to ensure children's welfare, health and safety are in place. The school and other agencies provide high quality support for pupils with learning difficulties and/or physical disabilities. Support staff are exceptionally well trained and skilled at meeting the needs of pupils with complex learning and emotional needs. Pupils' academic progress is meticulously tracked, enabling teachers to pick up on any extra support or challenge needed. The vast majority of parents are very pleased with the level of care and support they and their children receive.

Leadership and management

Grade: 1

Leadership and management are very good with some outstanding features. With never-ending good humour, gritty determination and an undaunted belief that anything is possible, the outstanding headteacher, very well supported by the deputy headteacher, has brought together two separate schools to make one exceptionally caring environment. Parents, pupils, staff, governors, and the community are rightly very proud of the school. Her belief that there is no limit to pupils' potential is contagious and all involved with the school now realise they can reach for the stars. Not least among these are the pupils who now confidently say there is nothing to stop them doing well, going to university and getting a good job!

This is a school which knows itself exceptionally well and acts with a wide range of agencies and partners to bring about swift improvements. The weaknesses in the 2005 test results galvanised the excellent leadership team into identifying where improvements were needed. As a result, the very skilled deputy headteacher has helped staff to implement excellent assessment systems. The success of this can be seen in the improvements in the most recent test results in Year 6.

There is a tangible team spirit among the staff. This is because all staff are valued and encouraged to develop and use their particular skills to promote pupils' learning and well-being. Governors are extremely challenging and are rigorous in their desire continually to improve standards and provide the best education for the pupils. This is a listening school that takes into account and acts on the views of its parents and pupils in order to provide a high quality education for the pupils. The parents' confidence in the leadership and management of the school is rightly placed.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	NA	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

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To the pupils of:

Lincoln Gardens Primary School

Lincoln Gardens

Ashby

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North Lincolnshire

DN16 2ED

29 June 2006

Dear Pupils

Thank you so much for being so friendly and welcoming when we visited your school a short while ago. Isn't your school just wonderful? We so enjoyed your super new building and talking with you and your teachers.

It was obvious that you enjoy your lessons and work hard in English, mathematics and science. You told us that your teachers made learning fun and exciting and we could see that as we watched many of your lessons.

What particularly pleased us was to hear from your parents and teachers how much your behaviour has improved and how the older children take care of the younger ones, especially at lunch times.

Your teachers are really helpful in showing you how to improve your work and it was good to see that you all know what you have to do to move on to the next level.

One of the many things that pleased us was how so many of you are so ambitious and realise that if you set your mind to it you can achieve anything you want. All you have to do is to make the right choices and aim high.

You are very lucky to go to such a good school where your headteacher and teachers work so hard to help you learn. We think that because of all the good things going on in your school that you could reach even higher standards in your work. So keep on working hard, behaving well and who knows how successful you will be in the future!

Yours sincerely

Carole Cressey (Lead inspector), Doreen Davenport, Moira Fitzpatrick