

The Lincoln Bishop King Church of England Primary School

Inspection report

Unique Reference Number	120630
Local Authority	LINCOLNSHIRE LA
Inspection number	313700
Inspection dates	3–4 October 2007
Reporting inspector	Roger Sadler

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	232
Appropriate authority	The governing body
Chair	Canon Tim Thompson
Headteacher	Mrs Kate Rouse
Date of previous school inspection	21 June 2004
School address	Kingsway Lincoln LN5 8EU
Telephone number	01522 880084
Fax number	01522 880095

Age group	3–11
Inspection dates	3–4 October 2007
Inspection number	313700

© Crown copyright 2007

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Most pupils are from White British families. An above average proportion of pupils are eligible for free school meals. The proportion of pupils whose first language is not English has recently grown considerably and is now above average. A third of pupils have learning difficulties and/or disabilities. More pupils join or leave the school at times other than Reception and Year 6 than is usual. The school operates a daily pre-school breakfast club and after-school childcare facility. A new headteacher took up post in April and the school is intending to appoint a permanent deputy headteacher shortly.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory school where the quality of education is improving. Leadership and management are satisfactory and the headteacher and other leaders have ensured that pupils' achievement is satisfactory. Children enter the Foundation Stage with levels of knowledge and skills below what are expected nationally. They quickly settle in and make good progress in the Nursery and Reception classes. They benefit from good teaching and opportunities to choose from carefully planned learning opportunities. Pupils continue to progress well in reading, writing and mathematics in Years 1 and 2 due to good teaching. Standards attained by Year 2 pupils are gradually rising and are average. From Years 3 to 6 teaching is satisfactory and most pupils attain standards expected of their ages. Some pupils in Years 3 to 6 do not achieve as well as they are able in writing, however, because they are given too few chances to use and develop their writing skills in other subjects. In addition, basic errors in punctuation, grammar and spelling often go uncorrected. Because teaching assistants are not always well deployed, pupils at very early stages of learning English are given too little extra support in language and this slows their learning and limits their enjoyment of school.

Staff accurately diagnose pupils' learning needs. Lower attaining pupils and pupils with learning difficulties and/or disabilities are given extra help so that they make satisfactory progress. In some classes, higher attaining pupils are not given work that is hard enough for them and too few pupils attain above levels expected of their ages. The school has recently introduced a good system to give pupils ambitious targets to aim at in English and mathematics, and pupils are beginning to see more clearly where they need to concentrate their efforts to improve their work. This is helping improve the rate at which they learn, especially in mathematics, but has not yet had the necessary effect on improving their writing.

Most pupils are happy at school and behaviour is satisfactory. Pupils understand how to conduct themselves safely and with appropriate regard for the safety of others. Older pupils and members of the School Council support the school community well and enjoy taking responsibility in assisting other pupils. Pupils enjoy their involvement in church and community events and charities. These experiences, school assemblies and many lessons help them develop good levels of spiritual understanding. Levels of attendance are below average despite the school's effective work to ensure pupils attend regularly.

Monitoring and evaluation are satisfactory. The school uses a much improved and effective assessment system to monitor the progress of individuals and groups as they move through the school and this has been an important reason why pupils are now learning at a faster rate. Subject leaders have satisfactory skills in monitoring and evaluation and are currently extending their roles.

Effectiveness of the Foundation Stage

Grade: 2

Good induction arrangements into Nursery help children settle happily and quickly. In the Nursery and Reception classes, children benefit from good teaching and have scope for learning through independent work and play. They make good progress in all areas of learning because of the interesting and well-planned curriculum. Because expectations of children's behaviour are high, they work and play happily and soon learn to cooperate and take turns in speaking out and in listening to others. Their learning and personal needs are carefully assessed and

staff treat each individual sensitively. Children enjoy writing, reading, and learning letter sounds. Most children reach standards expected for their ages by the end of the Reception year.

What the school should do to improve further

- Improve writing skills in Years 3 to 6 by providing more chances for pupils to use and develop these in relevant subjects and by expecting more of pupils' grammar, punctuation and spelling.
- Ensure all lessons challenge the brighter pupils so that more of them exceed the levels expected for their ages.
- Improve the use of teaching assistants to ensure that they have greater effect on the learning of pupils, particularly those at the early stages of learning English.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Provision in the Foundation Stage is much improved, and this year's Foundation Stage children are making good progress. Pupils continue to progress well in Years 1 and 2. At the end of Year 2 in 2007, pupils achieved well to reach standards which are likely to be national averages in reading, writing and mathematics. In 2007, a well above average proportion of Year 6 pupils had learning difficulties. Although standards were below what are likely to be national averages, their achievement was satisfactory. School records and pupils' work indicate improved achievement in all year groups and more pupils are attaining nationally averages due to improved teaching. This is especially the case in mathematics and reading. In writing, many older pupils are attaining standards below those expected of them and too few pupils are attaining above average standards. The needs of pupils with learning difficulties are regularly assessed and these pupils make satisfactory progress throughout the school.

Personal development and well-being

Grade: 3

Pupils' spiritual and moral development is good and their social and cultural development is satisfactory. Pupils are friendly, polite and tolerant of differences in others. They express their opinions confidently but are not as good at listening to the views of others. Although pupils often behave well, a significant minority do not, particularly when there is no adult support or when teaching is insufficiently demanding. Most pupils enjoy school, except on the few occasions where the pace of teaching and learning is too slow. They show care for others through their fund raising activities to help the school and enjoy participating in a good range of charities. Older pupils understand the dangers of alcohol, smoking and drug abuse. Pupils show reasonable understanding of how to lead healthy lifestyles although not enough voluntarily take part in the sporting activities provided by the school. Average standards achieved in reading, numeracy and information and communication technology (ICT) provide a satisfactory grounding for the next stage of their education and the world of work beyond.

Quality of provision

Teaching and learning

Grade: 3

Teachers provide pupils with interesting resources and ideas to help them want to learn. Interactive whiteboards are used effectively to add impact or interest to lessons. Staff know their pupils' learning needs well. Relationships are good and pupils say, 'teachers are friendly'. Teachers' planning meets most pupils' learning needs but sometimes higher attaining pupils are not provided with tasks that are hard enough for them. Sometimes the teacher talks to the whole class too long and pupils are given too little time to practise and consolidate their writing skills. Also, when whole class teaching goes on too long or the pace of the lesson is too slow, a few pupils lose concentration and become restless. Teachers mark pupils work diligently and give clear guidance on how pupils should improve particular aspects of their work. However, in Years 3 to 6, teachers rarely correct spellings, grammar and punctuation errors and this slows pupils' progress in writing.

Curriculum and other activities

Grade: 3

Over the last year, the school has worked effectively to improve its mathematics curriculum, this is beginning to improve the rate at which pupils learn mathematics, and standards are rising. Home reading is well organised and many parents are helping their children learn to read. The teaching of letter sounds is regular and systematic in the younger classes and many pupils make good progress in their reading. The use of ICT is also improving to support pupils learning in relevant subjects. Too few chances for practising and extending writing skills are provided in Years 3 to 6 and this slows pupils' progress in writing. Pupils find the 'focus weeks', which have included multi-cultural and healthy living, interesting and enjoyable. A good range of clubs and enrichment activities also contribute to pupils' enjoyment. These include an interesting range of visits and visitors, many of which give pupils an insight into the local area and its community. Strong links with the church enrich the learning opportunities provided for pupils and support their spiritual development well.

Care, guidance and support

Grade: 3

The school provides a supportive and caring learning environment, which is appreciated by pupils and parents. Procedures for safeguarding pupils meet statutory requirements. Pupils say they feel safe and show consideration for the safety of others. Support and guidance for pupils with learning difficulties and disabilities is satisfactory. Although pupils at the early stages of learning English are treated with great sensitivity and kindness, too little carefully-tailored language support is provided for them. Pupils are provided with learning targets in English and mathematics and show sound awareness of how well they are doing. However, targets are not always sufficiently challenging, particularly for the higher attaining pupils.

Leadership and management

Grade: 3

Leadership and management are satisfactory. Since April, the newly formed senior management team has appropriately concentrated on raising standards, and rates of progress are improving, especially up to the end of Year 2. Provision and progress in the Foundation Stage are much improved. Regular and accurate monitoring of teaching and pupils' work, and the school's successful strategies to raise standards in mathematics throughout the school, indicate that there is a satisfactory capacity to continue to improve. The way that teaching assistants are deployed means that groups of pupils requiring additional support, such as those at the early stages of learning English or higher attaining pupils, do not always fully achieve their potential. Governors support the school, give generously of their time, and are well involved in strategic developments such as improving resources and the school buildings. However, they take insufficient account of nationally provided performance data and this limits their capacity to challenge the senior management team. The school provides satisfactory value for money.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	3
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	3

Achievement and standards

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

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

5 October 2007

Dear Pupils

Inspection of The Lincoln Bishop King CofE Primary School, Lincoln, LN5 8EU

Thank you for making Mrs Lowery and me so welcome when we came to inspect your school. We enjoyed talking to you and your teachers and watching you learn. We think your school is giving you a satisfactory education. We are pleased that the school provides an interesting range of clubs for you and are surprised that more of you do not attend these. Adults provide satisfactory teaching and care for you so that you make sound progress. Nursery and Reception children settle into school happily and make good progress. We are pleased you show some understand of eating the right food and playing sports and games, so you stay fit and healthy. This is important. Although most of you know how to behave, some of you do not concentrate or work as quietly as you should in some lessons. Most of you know right from wrong, show enough consideration for others and are friendly and helpful to each other. We were pleased to see how older ones look after the younger ones, so keep up the good work! You also support charities well and think about those who are less fortunate than you. The school knows what you need to help you learn and those of you who find learning hard make satisfactory progress.

There are three things that we have asked your school to work on:

- Help some of you in Years 3 to 6 to improve your writing by giving you more writing practices and by always checking that your grammar, punctuation and spellings are correct.
- Make sure that the work given to those who find learning easier is hard enough for them.
- Ask teaching assistants to make sure that they work with groups who need more attention such as those of you who are not confident at speaking English.

With very best wishes for the future,

Mr Sadler Lead Inspector