

# Lincoln Gardens Primary School

## Inspection report

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<b>Unique Reference Number</b>	133700
<b>Local Authority</b>	North Lincolnshire
<b>Inspection number</b>	328728
<b>Inspection dates</b>	4–5 March 2009
<b>Reporting inspector</b>	Brian Dower

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	0
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Mike Beardsall
<b>Headteacher</b>	Mrs Carol Tong
<b>Date of previous school inspection</b>	29 June 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Lincoln Gardens Ashby Scunthorpe North Lincolnshire DN16 2ED
<b>Telephone number</b>	01724 844430
<b>Fax number</b>	01724 849009

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<b>Age group</b>	3–11
<b>Inspection dates</b>	4–5 March 2009
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Lincoln Gardens is much larger than most primary schools. It serves an area of mixed social and economic characteristics, although there are pockets of significant deprivation. Pupils are predominantly from White British backgrounds. There are very few minority ethnic pupils. The proportion of pupils eligible for free school meals is above average, as is that of pupils with learning difficulties and/or disabilities. It has Healthy School status, the Basic Skills quality mark, the Activemark and the Bronze ECO Award.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school with many outstanding features.

When children start school, many can do much less than is typically expected for their age. They get off to a good start in the Nursery and make excellent progress in the Early Years Foundation Stage. Progress as they move through the school is good and standards are average by the time they leave. Their achievement in relation to their starting points is good, although more able pupils do not achieve well enough in mathematics. The school is alert to this issue and measures are in place to accelerate the pace of learning for these pupils. Overall, pupils have good basic skills. The school is reviewing its good curriculum to extend opportunities for pupils to use them flexibly and well in all subjects. The writing skills of a significant minority of pupils are not so well developed. They do not write fluently, accurately and neatly in all subjects and cannot use charts, graphs and diagrams well to exemplify key points in their texts. Again, the school is taking action to address this.

The progress pupils make in their personal development is outstanding and the care, support and guidance they receive are exemplary. They are self-confident and articulate and the older pupils readily take on responsibilities within the school. Pupils with learning difficulties and/or disabilities and those who are vulnerable in any way are exceptionally well supported. The school has very effective procedures to provide this level of care and works closely with parents and outside agencies. Behaviour is generally excellent. There are a small number of pupils who find it difficult to adjust to school routines but they are managed well. Pupils are involved in many activities in the local community and their understanding of global issues is excellent for their age. All have a good understanding of what constitutes a healthy lifestyle and they act accordingly. Pupils say they feel safe and secure and that they enjoy school. They are well prepared for the next stage of their education.

The quality of teaching and the pace of pupils' learning are good. There is much good practice. Teachers plan learning activities which are structured in difficulty to meet the needs of pupils of all abilities. Working relationships are excellent and pupils show respect for each other and adults. The progress they make in lessons is monitored extremely well, and timely and effective support given when difficulties arise. The role played by able and well qualified teaching assistants is crucial to pupils' success in their learning. There is insufficient intellectual rigour in some lessons, particularly in the use of questioning to challenge pupils to think through problems for themselves and to justify why and how they go about solving them.

Leadership, management and governance are good. Aspects of leadership are outstanding in terms of the accuracy of self-assessment and the measures which are in place to tackle weaknesses in pupils' learning. The issues for improvement identified by the inspection are being addressed and the school's capacity to build on what has already been achieved is excellent. There have been good improvements since the previous inspection. The school is successful in educating pupils about their responsibilities as well as their rights and in creating a harmonious learning community. Pupils show through their actions that they understand the concept of community cohesion. They are welcoming and supportive to pupils new to the school and attentive and respectful to the many visitors who come to talk to them.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 1**

Provision in the Early Years Foundation Stage is outstanding and children make excellent progress. Robust assessments of every child's development help adults to plan exciting learning experiences. The outstanding curriculum provides excellent opportunities for children to play, explore and be challenged in their learning. The indoor and outdoor spaces are used extremely effectively. School data shows that they start with capabilities well below those expected for their age. By the time they enter Year 1, most reach levels close to national expectations apart from in writing. They achieve particularly well in the personal, social and emotional aspects of their development.

Adults welcome children very warmly. Care is outstanding. Consequently, children grow in confidence and independence, and learn how to cooperate with others. Adults set examples for high standards of behaviour, demonstrating how to be good listeners and modeling role-play. Accurate assessments enable teachers to challenge the more able and support those with learning difficulties and/or disabilities effectively. Children experience an appropriate mix of adult-led and free choice activities and there is a good balance of outdoor and indoor opportunities. The management of the Early Years Foundation Stage is outstanding. The leader ensures that all staff are involved in the assessment of children's achievements and in planning for their development. Teamwork is strong. In this safe and caring atmosphere, children make very significant gains in their learning in relation to their starting points and capabilities.

### **What the school should do to improve further**

- Develop pupils' ability to write fluently, accurately and neatly in all subjects, for example to use charts, graphs and diagrams appropriately to exemplify key points in their writing.
- Ensure the consistent use of challenging questioning to quicken the pace of learning in all lessons.

## **Achievement and standards**

### **Grade: 2**

Standards are average, and pupils' progress and their achievement in relation to their starting points are good. By the end of Year 2, attainment is slightly below average and achievement is good. Attainment at the end of Year 6 is average and achievement is again good. Results in the 2008 Key Stage 1 assessments and the unvalidated Key Stage 2 tests reflect this pattern of attainment. The school's performance targets were exceeded that year in English and met in mathematics. The results were better than at the time of the previous inspection. The proportion of pupils attaining at the highest levels at the end of Key Stage 1 in reading, writing and mathematics is less than normally seen. This improves at Key Stage 2, with the proportion of pupils attaining at the higher Level 5 in English and science being similar to the national picture. Attainment at this higher level in mathematics is below that normally seen and is an already identified area for improvement in the school's development planning. The quality of the English, mathematics and science work seen during the inspection and the school's own assessments show that pupils' progress remains good in those subjects and that Year 6 pupils are well placed to meet national expectations in the summer's tests.

## Personal development and well-being

### Grade: 1

Pupils' spiritual, moral, social and cultural development is excellent. They respond well to the many opportunities they have to take responsibility in the school. They are aware of global issues and what is happening in their local environment. The eco-council and the school council have had a major impact on plans for school gardens, play equipment and fundraising for charities. Pupils have a very clear understanding of the benefits of leading a healthy lifestyle and enjoy an active interest in sport and exercise. Pupils are well prepared to keep themselves safe in school and the wider community, responding well to visits from community and emergency services. Attendance has improved over time and, for the vast majority of pupils, is now good. Excellent relationships based on mutual trust and respect support pupils' generally exemplary behaviour and great enjoyment of school. Examples were seen in paired work where pupils strived to encourage each other to give their class the best account of work they had done together. They are good learners who listen, concentrate and create a cooperative atmosphere in lessons. This gives them a good range of basic skills which prepares them well for the next stage in their learning.

## Quality of provision

### Teaching and learning

#### Grade: 2

Teaching and learning are good. Pupils are keen to learn and can sustain their concentration for extended periods. They work well in groups and say that they particularly like finding things out and practical work. There is a minority of pupils who struggle to present their work clearly and neatly and who fail to complete written tasks. Many more pupils lack the ability to use diagrams, charts or graphs appropriately to exemplify key points in their writing. Pupils say they like their teachers and that lessons are interesting. Good working relationships were evident in all the lessons seen. Teachers have good subject knowledge and they structure learning activities to meet the needs of all pupils. Their monitoring of pupils' progress in lessons is very good and they and the teaching assistants give timely and helpful support to those who struggle. There is variation in the level of intellectual challenge for pupils. Excellent practice was seen in the use of open-ended questions to encourage pupils to think and then answer at length. Such practice is not evident throughout the school; opportunities are missed to enable pupils to explain the 'how' and 'why'.

## Curriculum and other activities

#### Grade: 2

The requirements of the National Curriculum are fully met. There is a strong emphasis on the development of literacy and numeracy skills. The curriculum is being broadened to develop the acquisition of basic skills across other subjects. This work is ongoing and has been already identified as a priority by the school's leadership. Pupils' information and communication technology skills are used across many subjects with pupils displaying good competence in this area. French is being successfully taught to the junior pupils and is proving very popular. A particular strength of the curriculum is the use made of visits and visitors to initiate and stimulate learning. These include residential visits which support team building and the poet who, during the inspection, clearly stimulated the pupils into producing some good shared writing. Pupils have the opportunity to experience different cultures and there are activities which enrich their

personal development. Very good opportunities are available for pupils across the school to engage in an extensive range of out-of-school activities and the take-up for these is high. This good curriculum has enabled pupils to make rapid progress by the time they leave school.

## **Care, guidance and support**

### **Grade: 1**

The outstanding level of care provided for pupils in the school is underpinned by detailed and well-thought-out systems. This exemplifies the school's rigorous approach to ensuring pupils' safety and drives the school's conscientious approach to assessing risks and ensuring pupils' well-being. All statutory requirements are met for safeguarding and recruitment of staff. Child protection procedures are well defined and appropriate training arranged for staff. Vulnerable and looked after children receive exemplary care. Relationships are excellent and pupils are confident they will be listened to if they have problems. Excellent procedures are in place to promote attendance and the school has taken a proactive stance with parents to reduce the amount of time that children are taken out of school for holidays. Systems for tracking and assessing pupils' progress are extremely thorough. Pupils have a good understanding of their literacy and numeracy targets, even the youngest, and their learning is further aided by the excellent quality of marking and feedback in lessons. Procedures to involve and support all pupils are very effective. The provision for pupils with complex behaviour and emotional needs and learning difficulties is greatly enhanced by the specialist training of support staff in specific areas of need, for example, dyslexia.

## **Leadership and management**

### **Grade: 2**

Leadership, management and governance are good. Aspects of the school's leadership are outstanding. Self-evaluation is accurate and appropriate priorities are in place to take the school forward. Standards have risen in English, mathematics and science since the previous inspection, and exceptional team work and high morale gives the school an excellent capacity to improve further. Leaders and managers recognise that more needs to be done to improve pupils' writing skills and that the challenge is to raise the rigour of all teaching to that of the best. Leaders and managers at all levels are successful in providing for pupils from widely different backgrounds so that they make exceptional progress personally and good progress in their academic work. The school is a harmonious learning community where the older pupils readily shoulder responsibilities to help the younger children and all pupils are active in the local community. They are knowledgeable about global issues, for example 'fair trade', and raise funds for children in Africa. The school's contribution to community cohesion is excellent. Governors are well informed and are closely involved in its day-to-day working. They ask the right questions and play their part in development planning.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
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?	1
The capacity to make any necessary improvements	1

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

### Achievement and standards

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

<sup>1</sup>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.

## Personal development and well-being

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

## The quality of provision

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

6 March 2009

Dear Pupils

Inspection of Lincoln Gardens Primary School, North Lincolnshire,

DN16 2ED

Thank you for the warm welcome you gave us when we visited your school. We enjoyed our two days with you and only wished we had had more time to see all the interesting things you do. Please thank those of your parents who sent in completed questionnaires. Their comments helped us to understand what is going well in your school. Many of you contributed by telling us about the things you enjoy and the progress you are making. Please would the older pupils take time to explain the main points in this letter to the younger children?

We think you attend a good school which has many outstanding features. What you achieve in your work compared with the skills, knowledge and understanding you had when you started in the Early Years Foundation Stage is good. Just as important is the progress you make as responsible and caring young people and we think this is outstanding. You say that you all get on well together and we saw evidence of this around school and in your lessons. You know right from wrong and are aware of your responsibilities as members of your school community and as members of society generally. You are sensitive to those who are vulnerable in any way and the care and support you and the staff give them are excellent.

Your teachers and the assistants work hard to provide you with the best possible education. They know what needs to be done to make things even better and we agree with the priorities they have for improvement. Some pupils find writing difficult and we have asked the staff to ensure they receive help with punctuation, spelling and paragraphing and how to use things like diagrams, charts and graphs. Lessons are planned well to make learning activities fun. You are often made to think hard and not just told the answers to problems. We have also asked that you are always asked questions which are difficult because we know you do not wish to sit comfortably in the classroom and let your teachers do all the work. After all, learning is a two way process and you have a part to play in helping them to understand things.

Thank you again for making our visit so interesting. Our best wishes to you all.

Brian Dower

Lead inspector