

## NORTH LINCOLNSHIRE COUNCIL

### CHILDREN'S SERVICES CABINET MEMBER

## OFSTED INSPECTIONS

### OBJECT AND KEY POINTS IN THIS REPORT

- 1.1 To inform the Cabinet Member of the outcomes of the Ofsted inspection of the following school: Lincoln Gardens Primary School.
- 1.2 The school was inspected as part of the routine Ofsted inspection cycle for schools.
- 1.3 This is now a three-year cycle.
- 1.4 A copy of the report is available in Group offices.

## 2. BACKGROUND INFORMATION

- 2.1 There is no background information attached to this report.

## 3. OPTIONS FOR CONSIDERATION

- 3.1 **Lincoln Gardens Primary School** was inspected March 2009.

### Strengths and weaknesses identified

#### Achievement and standards

- 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.

#### Personal development and well-being

- Pupils' spiritual, moral, social and cultural development is excellent.
- Pupils have a very clear understanding of the benefits of leading a healthy lifestyle and enjoy an active interest in sport and exercise.
- 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' exemplary behaviour and great enjoyment of school.

### Teaching and learning

- Teachers have good subject knowledge and they structure learning activities to meet the needs of all pupils.
- The monitoring of pupils' progress in lessons is very good and they and the teaching assistants give timely and helpful support to those who struggle.
- Excellent practice was seen in the use of open-ended questions to encourage pupils to think and then answer at length.

### Curriculum and other activities

- The requirements of the National Curriculum are met fully and there is a strong emphasis on the development of literacy and numeracy skills.
- 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.
- 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.

### Care, guidance and support

- 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.
- 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, e.g. dyslexia.

### Leadership and management

- Leadership, management and governance are good and aspects of the school's leadership is outstanding.

- Self-evaluation is accurate and appropriate priorities are in place to take the school forward.
- 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.
- Governors are well informed and are closely involved in its day-to-day working and they ask the right questions and play their part in development planning.

This is a good school with many outstanding features. The pupils 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. Overall, pupils have good basic skills. The writing skills of a significant minority of pupils are not so well developed and the school is taking action to address this.

The quality of teaching and the pace of pupils' learning are good and there is much good practice. Teachers plan learning activities which are structured in difficulty to meet the needs of pupils of all abilities.

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.

#### Effectiveness of the Early Years Foundation Stage

Provision in the Early Years Foundation Stage is outstanding and children make excellent progress. The outstanding curriculum provides excellent opportunities for children to play, explore and be challenged in their learning. They achieve particularly well in the personal, social and emotional aspects of their development.

Care is outstanding. Consequently, children grow in confidence and independence, and learn how to co-operate with others. Accurate assessments enable teachers to challenge the more able and support those with learning difficulties and/or disabilities effectively. The management of the Early Years Foundation Stage is outstanding.

#### 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.

## **4. ANALYSIS OF OPTIONS**

- 4.1 The Cabinet Member may wish to write to the Headteacher regarding the outcomes of their inspection.

## **5. RESOURCE IMPLICATIONS (FINANCIAL, STAFFING, PROPERTY, IT)**

### **5.1 Financial**

5.1.1 There are no financial implications.

### **5.2 Staffing**

5.2.1 There are no staffing implications.

### **5.3 Property**

5.3.1 There are no property implications.

### **5.4 IT**

5.4.1 There are no IT implications.

## **6. OTHER IMPLICATIONS (STATUTORY, ENVIRONMENTAL, DIVERSITY, SECTION 17 - CRIME AND DISORDER, RISK AND OTHER)**

6.1 Any school requiring LA intervention will be notified and supported according to the Schools Causing Concern Policy.

### **6.2 Other**

6.2.1 There are no other implications.

## **7. OUTCOMES OF CONSULTATION**

Consultation has taken place with the school concerned and the School's Development Plan will address the issues for action.

## **8. RECOMMENDATIONS**

8.1 Continue to support improvements in the school inspected above.

8.2 The Cabinet Member will write and make suitable comments to the school on the report.

**SERVICE DIRECTOR LEARNING, SCHOOLS AND COMMUNITIES**

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**Background Papers used in the preparation of this report:** Ofsted published report