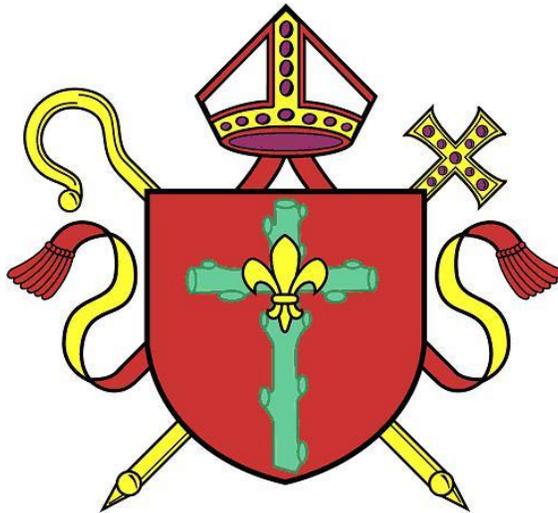


DIOCESE OF NOTTINGHAM INSPECTION SERVICE



SECTION 48 INSPECTION REPORT

(Section 48, Education Act 2005)

Our Lady of Lincoln Catholic Primary School
Laughton Way
Lincoln
LN2 2HE

14 March 2013

URN: 120618

SECTION 48 DENOMINATIONAL INSPECTION REPORT

School:	Our Lady of Lincoln Catholic Primary School
Headteacher:	Mrs Julia Summers
Chair of Governors:	Mr Kevin Hall
Date of Inspection:	14 March 2013
Inspection Team:	Mrs Mary Hirst and Mrs Anita Blake
URN:	120618
Overall Grade Awarded:	2

Description of the school

Our Lady of Lincoln Catholic Primary School is a smaller than average primary school in the north of Lincoln. It serves the parish of Our Lady of Lincoln and the northern part of St Hugh's parish, covering central Lincoln. The current number on roll is 193 with 30% of pupils being baptised Catholics. 25% of the pupils are from other Christian backgrounds and 50% have no religious affiliation. There is some migration of pupils particularly in the current Year 5 class. There is a growing number of children with English as an Additional Language and 23% of pupils in the school are learners from ethnic groups. The proportion of children eligible for free school meals is broadly average. The proportion of pupils overall with special needs is in line with national figures but those who are school action plus or with a statement is above national figures. Pupils move onto a variety of Secondary Schools with approximately 30% going to the local Catholic Secondary School.

Common grading scale for all inspection judgements	
Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness

Our Lady of Lincoln Catholic Primary School is a good school with some outstanding features. Outcomes for pupils are good with attainment in Religious Education rising throughout the school and good progress being made by all groups. Leaders and managers are outstanding in developing the Catholic life of the school. This is largely due to the highly committed leadership and vision of the headteacher and the Religious Education coordinator, with good support from governors. Catholic Education is promoted to a good standard and ensures that pupils' interests and needs are met effectively. A broad, rich, balanced curriculum is provided and pupils work with enthusiasm and enjoy the many opportunities provided by the school to develop them spiritually, morally, socially and ethically. Pupils, parents, staff and governors have a high regard for the Catholic life of the school. Our Lady of Lincoln Primary School is a welcoming, inclusive school that lives out its Catholic mission effectively.

Overall effectiveness	Grade: 2
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What does the school need to do to improve further?

- Embed marking strategies for pupils' work in Religious Education fully so that children have an opportunity to respond to the marking so that it impacts on their learning.
- To ensure that consistently effective use of pupil self-assessment is embedded across the school to impact on greater rates of progress, especially at Key Stage 2.
- To improve the quality of presentation of work in Religious Education.

The school's capacity for sustained improvement

The school has successfully addressed the issues raised in the last inspection. Rapid progress in all areas has been made since the appointment of the present headteacher. Good systems are in place, which accurately identify the strengths and challenges for the school and its areas for development. This has enabled the school to move forward at a good pace. Self-evaluation is rigorous and honest; it leads to issues being identified and tackled effectively, thus ensuring children receive a good quality Catholic education. The ambitious vision of the headteacher and staff for the Catholic dimension of the school impacts positively on pupils' standards and achievements. As a consequence, the school's capacity for sustained improvement is outstanding.

The school's capacity for sustained improvement	Grade: 1
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PUPILS

How good outcomes are for pupils, taking particular account of variations between different groups

Pupils enter Our Lady of Lincoln Catholic Primary School with little religious knowledge or experience of the subject. They make outstanding progress in the Foundation Stage due to outstanding teaching. They soon acquire the necessary skills to retell Gospel stories and participate in prayer and Acts of Collective Worship. By the end of Key Stage 1, pupils reach a level which is in line with national expectations with data for this year indicating that some pupils will exceed this. By the end of Key Stage 2, pupils are producing good work in line with, and some above, age related expectations. Some pupils observed in Year 6 are producing work at an outstanding level, which shows maturity and depth of understanding. As a result, pupils' standards of attainment in Religious Education are good and with the school's commitment to track and evaluate attainment there is excellent scope for standards to improve further for all groups of pupils. Recent Continuing Professional Development (CPD) including courses led by the diocese has had an impact on enabling teachers to make accurate judgements as to how pupils are achieving in Religious Education. From their low starting point, pupils make good progress by the time they leave Year 6. Pupils are keen to do well and show interest and enthusiasm in their lessons and around school. They apply themselves well to their work and work at a good pace. Evidence from tracking, assessment folders and pupils' books shows that there is no difference in attainment for pupils in different groups. Planning in all lessons observed was of a high standard and incorporated differentiation for all ability groups. Teachers know their pupils well and provide work that interests them and meets their individual needs. During the inspection, the behaviour of the pupils was good and the relationships between pupils, teachers and support staff were excellent. Pupils clearly enjoy their learning and talk openly about their work. Different learning styles are well catered for which ensure that all pupils are engaged in their learning. ICT is also used effectively to support learning. Creative use of interactive white boards, video clips and iPads all help the pupils to access their learning at a level which caters for individual learning styles. Content of work in books is of a good standard but the school now needs to work on improving the presentation of work in Religious Education, especially at Key Stage 2.

Pupils clearly benefit from, and contribute to, the Catholic life of the school. They are proud of their school community and are keen to share their enjoyment of all aspects of school life. They are considerate to one another and show concern for those less fortunate, both locally and further afield. The School Council and the Chaplaincy Team are articulate and aware of the school's place in both the local and wider communities, telling proudly of fundraising activities and cooperation between local schools, other Catholic schools in Lincolnshire and with the parish. They feel safe and are secure that poor behaviour is effectively dealt with and that any form of prejudice is not tolerated. Pupils respond with reverence to Collective Worship and participate fully by listening, singing, praying and sitting quietly, as appropriate. The Chaplaincy Team has worked well together to enhance the provision for Collective Worship at the school.

How good outcomes are for pupils, taking account of variations between different groups

Grade: 2

LEADERS AND MANAGERS

How well leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan improvement to outcomes for pupils

The headteacher and the senior leadership promote the Catholic life of the school very well. The Catholic mission of the school is at the heart of all school life and the pupils' spiritual and moral development is central to the school's vision. The commitment and energy of the headteacher is integral to the considerable improvements that have taken place at the school and the plans for the future. Self-evaluation at all levels within the school is a true reflection of rigorous monitoring and its analysis. This results in effective planning and actions that ensure continuous improvement in all aspects of the Catholic life of the school. Good quality staff training has ensured an awareness, understanding and commitment to the very strong Catholic ethos.

Leaders and managers' promotion of community cohesion is good. The school is an inclusive community with a clear, shared vision and a strong sense of belonging. Leaders respect difference and value the growing diversity within the school community. Pupils engage well with each other in a wide variety of ways. Pupils support and understand the work of local and international charities. Through their work as a Fair Trade school they appreciate that their actions can shape the lives of others throughout the world.

Effective systems are in place for the monitoring and evaluation of the provision for Religious Education and the headteacher and Religious Education coordinator use the data very well to bring about improvement in provision and in pupils' outcomes. The Religious Education coordinator is extremely conscientious and highly committed to raising standards of attainment. Working closely with the headteacher she takes a positive lead, keeping staff well informed and supporting them confidently. Clear steps for on-going improvement are identified in the school improvement plan based on effective self-evaluation. Leaders are successful in the development of partnerships with other providers and organisations. A wide range of partnership activities make a good contribution to the pupils' well-being and to the Catholic life of the school. There are very good links with other Catholic primary schools, the diocese, the parish and other organisations to provide opportunities which enable pupils and staff to enjoy, achieve and develop well.

Governors provide effective challenge and support regarding the Catholic life of the school. They understand the school's performance in Religious Education and work closely with the leadership to ensure the continuous improvement of standards. Through their effective monitoring the governors have a good understanding of the strengths and areas for development. The governors appreciate the challenges facing the school. Governors discharge their statutory and canonical duties well and are very supportive of the staff and the work of the headteacher.

How effective leaders and managers are in developing the Catholic life of the school

Grade: 2

PROVISION

How effective the provision is in promoting Catholic Education

Teaching and learning in Religious Education is good. A range of teaching styles, good questioning techniques, clear explanations and good use of ICT ensure that all pupils are interested in their learning and make good progress. Planning is clearly differentiated and challenge for higher ability children enables all ability groups to engage and learn. Teachers have good subject knowledge and this helps to inspire and promote learning in Religious Education. Teaching Assistants are used effectively and support children well.

Assessment and monitoring procedures are good and provide an accurate picture of pupil progress and attainment in Religious Education. Both leaders and teachers use this information well to support improvement. Tracking systems for Religious Education are very effective in ensuring that the progress and attainment of individuals and different groups is monitored. Target cards are used to support children's self-assessment at the end of each topic but these need to be developed so that they are used consistently across the school in order to enable pupils to be responsible for their own learning. Pupils are provided with feed-back, both orally and written, but the quality of marking to move pupils on in their learning is not consistent throughout the school. The school recognises the need to share good practice in marking children's work and developing pupils' response to marking in order to take their learning forward.

The Religious Education curriculum is creatively adapted to meet the needs of all learners. It is enriched with a variety of imaginative strategies and relevant resources, as a result - pupils are well motivated and keen to learn. Long and short term planning ensures full coverage of the Religious Education curriculum and the school has worked well to ensure that the 'Come and See' curriculum has been embedded through good professional development for all staff. The curriculum offers many opportunities for the children to develop spiritually and morally.

The quality of Collective Worship is outstanding and ensures that the spiritual needs of pupils are well met. Prayer is central to the life of the school ensuring that all children take an active part in this aspect of their spiritual experience. From the youngest age, pupils are encouraged and supported in taking an active role in Collective Worship and the organisation of this. They make decisions on how Collective Worship will take place and are aware of the different elements of Collective Worship. The school has embraced a scheme of Christian Meditation and this has had a very positive impact on the entire school community providing opportunities to respond to scripture and pray in a calm and reflective way. The Chaplaincy Team take an active role in the school leading liturgical celebrations and supporting the development of younger children. Acts of Worship make a significant impact on pupils, parents and staff and are public demonstrations of the ethos of the school.

How effective the provision is in promoting Catholic education

Grade: 2

Inspection Judgements Summary

Overall effectiveness – How effective the school is in providing Catholic education.	2
How good outcomes are for pupils, taking particular account of variations between different groups.	2
How effective leaders and managers are in developing the Catholic life of the school.	2
How effective the provision is in promoting Catholic education.	2
How good OUTCOMES are for pupils, taking particular account of variations between different groups.	2
How well pupils progress and enjoy their learning in Religious Education.	2
Taking into account:	
<i>pupils' standards of attainment in Religious Education;</i>	2
<i>the quality of pupils' learning and their progress;</i>	2
<i>the quality of learning for pupils with particular learning needs and/or disabilities and their progress.</i>	2
The extent to which pupils contribute to and benefit from the Catholic life of the school.	1
How well pupils respond to and participate in the school's Collective Worship.	1
How effective LEADERS AND MANAGERS are in developing the Catholic life of the school.	2
How well leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan improvement to outcomes for pupils.	1
How effectively leaders and managers promote community cohesion.	2
How well leaders and managers at all levels monitor and evaluate the provision for Religious Education and plan for improvement to outcomes for pupils.	2
The extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so areas needing development are tackled decisively and statutory and canonical responsibilities met.	2
How effective the PROVISION is in promoting Catholic education.	2
The quality of teaching and how purposeful learning is in Religious Education.	2
The effectiveness of assessment and academic guidance in Religious Education.	2
The extent to which the Religious Education curriculum meets pupils' needs.	2
The quality of Collective Worship provided by the school.	1