



The Lincoln St Peter-in-Eastgate Church of England (Controlled) Infants School

Inspection Report

Unique Reference Number 120560
LEA LINCOLNSHIRE LEA
Inspection number 280839
Inspection dates 5 June 2006 to 6 June 2006
Reporting inspector Mr. Glynn Storer LI

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

Type of school	Primary	School address	Greetwellgate
School category	Voluntary controlled		LN2 4AW
Age range of pupils	4 to 7		
Gender of pupils	Mixed	Telephone number	01522526280
Number on roll	73	Fax number	01522549726
Appropriate authority	The governing body	Chair of governors	Mrs. Pam Gainey
Date of previous inspection	21 November 2000	Headteacher	Mrs. Jennifer Yates

Age group 4 to 7	Inspection dates 5 June 2006 - 6 June 2006	Inspection number 280839
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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This small school serves a diverse community, close to the historic centre of Lincoln. Pupil numbers have declined in recent years. Whilst children's attainments on entry are broadly average, standards of language and literacy are low for a few. This is because the proportion of pupils from minority ethnic backgrounds has risen to an above average level and some children do not speak English as a first language. The number of pupils with learning difficulties or disabilities is average for a school of this size. Since the retirement of the previous headteacher, the governing body has been unable to appoint a suitable successor. The school is currently led on a part time basis by an acting headteacher.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

St Peter-in-Eastgate Church of England Infant School views itself as a good school. The inspector agrees, but also identifies a number of outstanding features. Quality and standards in the Foundation Stage are good. Most pupils make good progress and an increasing number attain above average standards. Pupils' personal development is good. They enjoy school, are eager to succeed and behave very well. Pupils' spiritual, moral, social and cultural development is outstanding, especially in respect of excellent relationships throughout school and pupils' understanding of the richness and diversity of other cultures. Effective teaching enables pupils to achieve well. Teachers' use of assessment in planning for pupils with different capabilities is particularly good in literacy and numeracy lessons. The teaching of pupils with learning difficulties and disabilities is also effective because of the high quality care and support provided by teaching assistants. The curriculum is suitably broad. It is given added depth by a wide range of additional activities and special events, which encourage pupils to become confident learners. The school has a strong family ethos and standards of pastoral care and academic guidance are outstanding. Leadership and management are good. The acting headteacher and permanent staff have done well to maintain stability at a time of transitional leadership. Self-evaluation is accurate but weaknesses in the monitoring undertaken by subject leaders and governors detract from the rigour of school improvement planning. Nevertheless, improvement since the last inspection has been good. Despite uncertainties about the school's long-term leadership, it is soundly placed to make further improvements and provides good value for money.

What the school should do to improve further

- Develop planning for school improvement by giving subject leaders and governors a more prominent role in monitoring the work of the school.

Achievement and standards

Grade: 2

Children in Reception and pupils throughout the school achieve well. Attainment on entry is broadly average, although a small number of children have poorly developed English language skills and below average levels of communication, literacy and social development. Children make good progress in the Reception class because the curriculum is engaging and effective teaching promotes enjoyment in learning. Almost all attain, and some exceed, the standards normally expected of five-year-olds. Pupils continue to make good progress in Years 1 and 2. In the 2005 national assessments, standards in reading, writing and mathematics were above average. Virtually all pupils attained or exceeded the expected levels for their age, although fewer pupils attained the above average standard in mathematics than in other subjects. Boys did particularly well in 2005. The unpublished results from the 2006 assessments confirm the picture of consistently good standards and achievement. Indeed, standards are set to rise this year. Pupils have met the challenging targets that the school sets, with more pupils

attaining the above average Level 3, particularly in mathematics. Girls have also done better this year, showing that year-on-year variations do not stem from weaknesses in provision.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. Pupils enjoy school. Levels of attendance and punctuality are generally good, although extended visits to families overseas, often taken in term time, adversely affect overall attendance rates. Pupils say, 'Teachers care for us and help us to learn'. Consequently, most pupils have good attitudes and readily do their best. The school promotes spiritual, moral, social and cultural development extremely well. The school has a strong Christian ethos and so prayer and celebration are a regular part of school life. Pupils are thoughtful and sensitive to things of beauty. Most have a keen sense of right and wrong and behaviour in lessons is consistently good. Relationships are excellent because pupils respect the views and beliefs of others. Cultural development is also strong. Pupils learn much about other faiths and about the lives of people from the cultural heritages represented in the school. The celebration of festivals and special events, such as the multicultural picnic, featuring music and dance from around the world, are a regular part of pupils' experience. Physical education, weekly swimming, additional sporting activities and the school's promotion of eating healthily ensure that pupils learn to keep fit and well. They know the hazards that young children face and how to keep safe. Close links with the church enable pupils to contribute to the wider community and the school council gives them a real voice in school life. Furthermore, schemes such as Youth Enterprise contribute to pupils' all round personal development, whilst giving early insights into the world of work.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Children in Reception learn well because staff provide a good 'diet' of structured play and practical activities, as well as the systematic teaching of key skills. Pupils in Years 1 and 2 learn basic skills effectively because teachers plan carefully. In literacy and numeracy lessons, teachers use assessment information well to match tasks closely to pupils' prior attainments and to set individual targets that help pupils to improve the progress that they make. However, in other subjects, there are times when all pupils complete the same work and this occasionally affects the progress that some pupils make. Teachers work closely with teaching assistants, sharing planning, lesson objectives and assessments carefully. This approach adds considerably to the learning of all pupils, but especially those with learning difficulties or disabilities. All teachers have high expectations of pupils' capacity to cope with challenging work and to work independently and collaboratively. However, whilst pupils generally respond very well to the challenges set, teachers' checking of

work in progress is occasionally not sharp enough to spot difficulties as they arise and thereby to keep learning progressing swiftly.

Curriculum and other activities

Grade: 2

The curriculum is good and fully meets national requirements. The Foundation Stage curriculum places good emphasis on practical and outdoor activities, which stimulate and engage children. The school is rightly seeking to improve transition from Reception to Year 1. The curriculum in Reception and in Years 1 and 2 is given added breadth and depth by the provision of Spanish lessons. Staff modify the curriculum effectively so that those with complex learning difficulties are fully included and receive the provision outlined in their statements of special educational need. Pupils receive clear guidance about the importance of healthy living and how to be safe. They have opportunities to contribute to the community, for example by supporting the church and local old peoples' homes. The school's strong focus on literacy, numeracy and information and communication technology (ICT) skills across the curriculum, along with schemes such as Youth Enterprise, lays firm foundations for future economic well-being. A good range of educational visits and special events enrich the curriculum, promote enjoyment in learning and contribute effectively to pupils' academic and personal development.

Care, guidance and support

Grade: 1

Standards of care are excellent. Arrangements for safeguarding pupils' health, safety and well-being are rigorous and thorough. An outstanding strength of the school is its family atmosphere and the extent to which all staff know and care for pupils and their families. There are good arrangements for welcoming and settling children into school and for easing their transition to the junior school. Pupils have confidence in teachers and other staff and know who to turn to with worries or concerns. Parents feel that communication between school and home has improved since the last inspection and that the school takes account of their opinions. School councillors confirm that their views are valued and acted upon. Pupils feel safe because supervisory staff are vigilant and take effective action to counteract unacceptable behaviour. Academic guidance is also very effective. Teachers make good use of individual targets and ensure that pupils understand what they need to do in order to improve.

Leadership and management

Grade: 2

Leadership and management are good. The acting headteacher is an effective leader. She has gained the confidence of staff, governors and parents and has quickly transformed her role from 'holding the fort' to moving the school forward. All staff have management responsibilities. It is to the credit of the permanent staff that they have maintained the smooth running of the school and the quality of education that

it provides. They work as a close and committed team and this is the key to their success. However, current arrangements do not provide subject leaders with the time necessary to do a really thorough job. Consequently, whilst self-evaluations are largely accurate and include pupils' and parents views', planning for school improvement is not as well focused and thorough as it could be, especially in respect of monitoring and evaluating the success of improvement initiatives. Governance is satisfactory. The governing body is very supportive and has strengthened its committee structure in order to improve its oversight of the school's work. However, governors' gathering of first hand information about standards and quality is still not systematic enough and detracts from their capacity to provide challenge and to contribute effectively to improvement. The school works closely with parents and other agencies to ensure that pupils, such as those with learning or behavioural difficulties or those who speak English as an additional language, receive good support. There are also good informal links with other schools. Such links, for the purpose of mutual support and the sharing of expertise, as in the provision for Spanish, benefit staff and pupils alike. The school is better than it was at the time of its previous inspection. Standards are higher, governance has improved and communications at all levels are better than they were. The school is soundly placed to make continuing improvements but its capacity cannot be said to be better than that while there are weaknesses in monitoring and doubts about long term leadership.

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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?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	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	1	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	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?	2	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?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	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	3	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	NA
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

I am sure that you remember my visit to your school a little while ago. Thank you for making my visit so enjoyable and for taking time to talk to me and to answer my questions. I thought that you would like to hear what I found out about your school. There are many good things happening in your school. - The youngest children get a good start to their life in school. - Almost all of you make good progress in reading, writing and mathematics and overall standards are getting better and better. - You enjoy school because teachers and other adults care for you and help you to learn. - Those who find learning difficult get all of the help that you need. - Most of you work hard and get on extremely well with one another. - Staff help you if you have problems and make sure that you are safe. - You learn a lot about the lives of people who have different beliefs and customs. There are some things that could be even better. - I have asked your teachers and governors to check even more often on how well you are all doing so that they know exactly how to make school even better. I hope that you will all keep on working hard and doing well.