

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

Greetwellgate, Lincoln, Lincolnshire LN2 4AW

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Inspection dates:	1 and 2 July 2025
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Requires improvement

## **What is it like to attend this school?**

Pupils enjoy being part of this welcoming and supportive school. The 'kingdom values' highlight the importance of respectful behaviour. Pupils are happy and polite. They understand that similarities and differences should be treated with respect. Pupils like coming to school and feel safe. They enjoy learning and are keen to join in during lessons.

Staff have high expectations of pupils. Pupils rise to these expectations and try hard with their learning. They achieve well. Pupils appreciate how the school acknowledges their achievements and celebrates their success.

Pupils are taught how to stay safe, including when online. They feel listened to and know that staff take any concerns seriously. Pupils understand how to keep themselves physically and mentally healthy.

Pupils contribute positively to the life of the school by taking on leadership roles. These include playtime leaders, environment caretakers and book ambassadors. A range of rich opportunities, such as visits to museums and the theatre and supporting their partner school in South Sudan, widens their experiences.

The school provides many opportunities for pupils to grow their resilience and tenacity. This helps to prepare them for their next stage of education.

## **What does the school do well and what does it need to do better?**

The early years provision ensures that children get off to a good start to their education. Children engage with activities that make them think hard. As they progress through the school, most pupils develop an increasing body of knowledge that helps them to achieve well. Some of the school's work to develop the curriculum is still new and not yet fully embedded in all subjects.

Staff's subject knowledge is strong across most subjects. Teachers provide clear explanations, which support pupils to think deeply about their learning. Teachers check what pupils have understood. This is particularly effective in English. However, these checks are not as consistently sharp as they could be across the curriculum. In some areas of the curriculum, staff do not identify pupils' misconceptions as promptly as they could. This means that, sometimes, misunderstandings persist or pupils do not make the gains from some activities that they might.

Reading is central to the school's curriculum. Pupils regularly visit the redeveloped library, and books feature prominently around the school. In the early years, children enjoy reading together, sharing well-loved stories. Staff ensure that children experience interesting texts regularly. A diverse range of texts helps older pupils to understand more about the world and link with their wider learning across the curriculum.

Pupils start learning phonics as soon as they join Reception. Staff model and encourage the use of ambitious vocabulary. This supports children's speech and language development. The school makes sure that staff have the knowledge to teach phonics well. Staff articulate and model sounds clearly to pupils. This helps pupils to gain the knowledge that they need to be successful readers. The school ensures that pupils read books that are matched closely to the sounds that they know. There is a sharp focus on supporting pupils who need additional help with their reading to catch up quickly. Consequently, pupils learn to read fluently and with understanding. They develop a love of reading.

Staff have high expectations of pupils, including pupils with special educational needs and/or disabilities (SEND). The provision for pupils with SEND has been strengthened recently. Pupils are increasingly well supported to access the full range of subjects in the school's curriculum. The school works well with external agencies, such as speech and language therapists, to ensure that pupils get the support that they need to achieve well.

Pupils know that the school expects them to behave well. They rise to these high expectations. Pupils have positive attitudes to learning. Pupils of all ages are inquisitive about their work and show high levels of concentration and engagement.

The school provides for pupils' wider development very well. Visitors to the school enrich pupils' learning. The school helps pupils learn how to look after their own mental and physical health and how to keep themselves safe, including when online. The Christian ethos of the school develops pupils' spirituality. Pupils recognise that it is important to learn about different cultures and religions. They are respectful of others. They value difference and know why it is important to treat others fairly.

Staff feel valued and supported by the school. They are proud to work at the school. Governors know the school well and provide effective support through a range of developed systems. Parents typically praise the way the school feels safe, nurturing and inclusive.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- The checks made on pupils' understanding in some subjects in the wider curriculum are not consistently effective. Sometimes, staff do not pick up on subject-specific misconceptions quickly enough. Subsequently, activities do not help pupils know and understand key concepts and knowledge. The school should ensure that assessment is effective in identifying what pupils have not learned, and that activities are adapted to fill gaps in pupils' knowledge and correct any misconceptions.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School Details

<b>Unique reference number</b>	120560
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10379546
<b>Type of school</b>	Infant
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	5 to 7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	80
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Jane Smith
<b>Headteacher</b>	Julia Marshall
<b>Website</b>	<a href="http://www.st-peter-in-eastgate.co.uk">www.st-peter-in-eastgate.co.uk</a>
<b>Dates of previous inspection</b>	6 and 7 December 2022, under section 5 of the Education Act 2005

## Information about this school

- The school is part of the Diocese of Lincoln. It received its last section 48 inspection in June 2019.
- The school does not currently use any alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for early years provision. Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors spoke to the headteacher, members of the senior leadership team, subject leaders and leaders responsible for safeguarding.
- Inspectors held separate meetings with representatives of the school’s governing body and with the local authority’s school improvement adviser.
- Inspectors carried out deep dives in these subjects: reading, mathematics and history. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils’ work. They listened to pupils read.
- Inspectors also discussed the curriculum in some other subjects.
- Inspectors spoke with groups of pupils about their experiences at school.
- Inspectors spoke with staff about their workload and well-being. They considered the views of staff shared through Ofsted’s online survey for staff.
- Inspectors considered the responses to Ofsted Parent View, including the free-text responses.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record and took account of the views of leaders, staff and pupils. They also considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils’ interests first.

## Inspection team

Liz Moore, lead inspector

Ofsted Inspector

Donna Chambers

His Majesty’s Inspector

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