

Lingdale Primary School

Davison Street, Lingdale, Saltburn-by-the-Sea, TS12 3DU

Inspection dates 13–14 November 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils learn well. All groups of pupils, including disabled pupils, those with special educational needs and those eligible for the pupil premium funding, make significantly better progress than similar pupils nationally in reading, writing and mathematics.
- Attainment in reading, writing and mathematics is average and the proportion of pupils who attain the higher levels is increasing.
- Teaching is good with some that is outstanding. All teachers have high expectations and plan lessons that are interesting and help pupils to learn well.
- Behaviour and safety of pupils are good. Pupils show respect for themselves and others and follow the excellent example set by adults in caring for and supporting others.
- Pupils feel safe and enjoy school. Attendance is above average and exclusions are rare. All staff have excellent relationships with pupils.
- Leadership is good. Leaders, managers and governors have high aspirations for the school's future. Well-established and accurate systems enable them to gain an accurate view of the school. This ensures they understand fully which areas require improvement to make certain that outcomes for pupils are improved.
- The curriculum is well planned and captures pupils' interests. It makes a positive contribution to pupils' good spiritual, moral, social and cultural development.
- The governing body knows the school well. It provides a good level of support and challenge to school leaders.

It is not yet an outstanding school because

- Although teaching is good overall, it is not of a consistently high quality to bring about further improvements to pupils' level of achievement. It provides insufficient challenge to increase the proportion of pupils at both Key Stage 1 and Key Stage 2 who attain the higher levels.
- The quality of pupils' handwriting and presentation is variable. This is because the school has not adopted a consistent style of handwriting and teachers have not impressed enough on pupils the importance of high standards of presentation.

Information about this inspection

- The inspection was carried out by one additional inspector. He observed nine lessons of which one was a joint observation with the headteacher. In addition, the inspector made a number of short visits to lessons and listened to pupils read.
- Meetings were held with one group of pupils, the Chair of the Governing Body, senior leaders and a representative from the local authority. Short discussions were held with pupils at break times and lunch time. Discussions were also held with parents who brought their children to school.
- When planning the inspection the inspector took account of 14 responses to the online questionnaire (Parent View).
- The inspector observed the school's work and took into account the work in pupils' books, the school's own data on pupils' current progress, improvement plans, planning and monitoring information, minutes of the governing body meetings, records relating to behaviour and attendance and documents relating to safeguarding.

Inspection team

Anthony Kingston, Lead inspector

Additional Inspector

Full report

Information about this school

- This school is smaller than the average-sized primary school.
- The school does not provide any other alternative provision for pupils on a full or part-time basis.
- The proportion of pupils known to be eligible for the pupil premium funding is well-above average.
- The proportion of pupils who need extra help with their learning and supported through school action is well-above average.
- The proportion of pupils who need additional help with their learning and supported at school action plus or with a statement of special educational needs is well-above average.
- All pupils are White British.
- The school meets the current floor standards, which set the government's minimum expectations for attainment and progress.

What does the school need to do to improve further?

- Raise attainment and increase the proportion of outstanding teaching by:
 - making sure that the best practice is used more effectively as a model of high-quality teaching
 - ensuring there is always enough challenge in the work presented in lessons, especially for the more-able pupils
 - ensuring pupils have more well-planned opportunities to apply their mathematical skills to meaningful problem-solving activities in different subjects.
- Improve the presentation of pupils' work by making sure that there is a consistent style of handwriting adopted throughout the school and raising the expectations that teachers have of their pupils to present work neatly.

Inspection judgements

The achievement of pupils is good

- Year groups are small. The skills with which children enter the Nursery class have, until very recently, been well below those typically expected for their age. They make good progress in the Early Years Foundation Stage and achieve well. This is because adults are supportive and they create an exciting learning environment in which children feel safe, secure and thrive.
- Excellent teaching of the links between letters and sounds ensures children make good progress in the development of early literacy skills. The systematic approach to teaching reading is applied consistently throughout the school, especially in the Early Years Foundation Stage and Key Stage 1. As a result pupils tackle unfamiliar words confidently and start to become fluent readers.
- Reading continues to be a priority as pupils grow older. Consequently, pupils make good progress and gain personal enjoyment from reading books independently. This was exemplified by a Year 6 pupil who said, 'I pretty much enter into the world, get lost in it and don't like to come out of it when the book ends.'
- The school has consistently ensured that pupils' attainment in reading, writing and mathematics is average by the end of Year 6. The proportion of pupils attaining the higher levels, although improving rapidly, is below average.
- The proportion of pupils who make expected, or better than expected, progress is significantly above average in reading and particularly high in writing and mathematics. This includes disabled pupils, those who have special educational needs and those who are eligible for the pupil premium funding. The imaginative use of booster classes for Year 6 pupils, funded through the pupil premium, makes a significant contribution to their good progress. This results in a larger proportion of pupils than in previous years achieving the higher levels in reading, writing and mathematics in the most recent tests.
- In lessons, pupils work well in pairs and groups where they talk together about their work so that they develop their communication skills and ability to think things through for themselves. However, because pupils have too few opportunities to develop and apply their mathematical skills to problem-solving activities across a range of subjects, their ability to reach the higher levels is restricted.

The quality of teaching is good

- The overwhelming majority of teaching is good and some is outstanding. It is consistently outstanding in Years 5 and 6. Evidence of this is clear in pupils' work over time.
- Where teaching enables pupils to make good or better progress it is characterised by: high expectations of what pupils can achieve, including those who have special educational needs and those who are supported by the pupil premium; accurate assessment of pupils' work so that activities fully engage and challenge all pupils; regular opportunities for pupils to respond to their teachers' feedback and marking; and the continuous promotion of excellent relationships, behaviour and pupils' exemplary attitudes to learning.
- Teachers generally plan activities that are well matched to pupils' needs and abilities. However, on occasion, they do not offer sufficient challenge to the more-able pupils through, for example, setting them a challenging activity to work on as a group while others receive instruction and guidance to help them understand and grasp a concept. Also, teachers do not provide pupils with enough opportunities to apply their mathematical skills to meaningful problem-solving activities.
- Teachers capture pupils' interests with their enthusiasm. They regularly check that a specific learning point has been understood by, for example, checking pupils' responses written on individual whiteboards. Teachers then seize opportunities to reinforce skills and strategies, often drawing in the whole class to solve problems or enhance a piece of writing by showing how it can be done.

- Precise questioning is often used to challenge pupils to think deeply and provide the opportunity for them to connect their learning across other subjects. A good example of this is the development of pupils' mature understanding of the moral and ethical issues within the books they read. This was exemplified by a pupil who, after reading about the sacrifice of prisoners taken captive in Ancient Greece, said, 'That's just wrong. Everyone has the right to be protected and a right to life.'
- The quality of marking across the school, particularly in writing, is good, although it does not always pick up on untidy presentation. The best practice informs pupils what they have done well, so that they can check the progress they are making towards meeting their targets, and provides clear guidance on what they need to do to improve.
- Pupils are proud of their work. However, the quality of their presentation is untidy. This is because the school has not adopted a consistent style of handwriting and teachers do not impress enough on pupils the importance of high standards of presentation.

The behaviour and safety of pupils are good

- Pupils make an extremely good contribution to the atmosphere of mutual respect and consideration for others in this calm, orderly learning community. They have very positive attitudes to learning and cooperate willingly.
- Pupils are cheerful and greet visitors with politeness and interest. They are extremely well managed and supported because of the school's consistent, explicit and highly effective approach to behaviour management. Pupils have an astute understanding of their rights and responsibilities and willingly take responsibility for their personal conduct. This was made clear when a child in an open discussion said, 'We all have a right to be cared for but we also have a responsibility to look after other people.'
- Staff and specialist counsellors ensure that all pupils are nurtured as individuals. Through highly personalised programmes of support, especially for those pupils with behavioural or emotional difficulties, pupils are encouraged to reflect on how to manage their own behaviour. The success of this work was exemplified by one pupil who said, 'I used to get so angry I lost some of my friends but I've learned to control my frustration. I'm much happier. I don't feel alone. Everyone wants to play with me now.'
- Conversations with pupils reveal that they have a clear understanding of what constitutes bullying. They are adamant that incidents of bullying are very rare. Scrutiny of behavioural records shows that behaviour is good over time.
- Through a programme of well-planned assemblies and activities pupils develop a respect and empathy for the culture and beliefs of others.
- Pupils enjoy school. This is reflected in the continuing rise in pupils' rates of attendance which are above the national average.
- Every parent who responded to Parent View, and those spoken with during the inspection, agree that their children are happy at school, feel safe and behave well.

The leadership and management are good

- The headteacher provides the school with strong and effective leadership.
- Leaders and governors are ambitious. This is reflected in the challenging targets they, with the support of the local authority, have set for the school.
- The headteacher has developed and implemented rigorous procedures for gaining an accurate view of the school's performance. They inform plans that are clear about how improvements will be made, including an effective training programme aimed at further improving teaching. However, although leaders recognise the high-quality teaching in the school, they have not used it sufficiently well as a model of best practice to further raise the proportion of outstanding

teaching.

- Pupils' progress is tracked effectively. Teachers use this information well to identify those pupils not making rapid progress. For these pupils the school implements a range of well-considered, targeted actions. These actions have a substantial impact on the progress these pupils make.
 - The promotion of equal opportunities and tackling of discrimination permeate the school. For example, the additional funds received by the school to support pupils eligible for the pupil premium are used creatively and effectively to provide additional support both in the classroom and through one-to-one teaching. This is making a significant difference to the progress of these pupils and so the gap is closing between their achievement and that of other pupils.
 - The curriculum is enriched by a range of visits and visitors. They bring pupils' learning experiences to life, fire-up their imaginations and motivate and inspire them to learn. Learning builds on pupils' previous experiences and prepares them well for the next stage in their education. There are many opportunities for pupils to apply their reading, writing and information technology skills to other subjects but too few for them to do so in mathematics.
 - The curriculum, especially its focus on pupils' social, moral and health education makes a very good contribution to pupils' spiritual, moral, social and cultural development.
 - Parents say that the school is very welcoming. One parent commented that, 'The school is like a family. Everyone knows and cares for one another. I couldn't ask for more.' A large majority take up the school's invitation to support their children's learning by engaging in the regular Family Learning events.
 - **The governance of the school:**
 - Governors are well led by the Chair of the Governing Body. They support the school effectively and are rigorous in offering school leaders focused, in-depth challenge. They make a significant contribution to the regular checks made on the school's performance and its progress towards objectives within the school's plans for the future. Individual governors visit regularly, extending their knowledge and understanding of what good teaching looks like. They understand data and the achievement of groups of pupils is monitored closely to make sure that any underachievement is identified and successfully tackled. They ensure the pupil-premium funding is spent well. Governors ensure that the management of teachers' performance is linked closely to the standards expected of teachers nationally, to improving achievement and to the pay scales that teachers are on. The governing body makes sure that safeguarding procedures meet statutory requirements.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	111531
Local authority	Redcar and Cleveland
Inspection number	405338

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	84
Appropriate authority	The governing body
Chair	Kay Longstaff
Headteacher	Nichola Oxtoby
Date of previous school inspection	1 February 2011
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