



# Lings Primary School

Inspection Report - Amended

**Unique Reference Number** 121933  
**Local Authority** Northamptonshire  
**Inspection number** 292267  
**Inspection dates** 20–21 September 2006  
**Reporting inspector** Nigel Pett

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

<b>Type of school</b>	Primary	<b>School address</b>	Hayeswood Road
<b>School category</b>	Community		Lings
<b>Age range of pupils</b>	4–11		Northampton NN3 8NN
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01604 410369
<b>Number on roll (school)</b>	193	<b>Fax number</b>	01604 410372
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Clive Curry
		<b>Headteacher</b>	Laura Suffield
<b>Date of previous school inspection</b>	2 July 2001		

<b>Age group</b> 4–11	<b>Inspection dates</b> 20–21 September 2006	<b>Inspection number</b> 292267
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## **Amended Report Addendum**

Report updated to resolve formatting inconsistency

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This is a smaller than average-sized primary school which was established in 2004, following area school reorganisation. The buildings are undergoing refurbishment to improve the facilities. A significant proportion of pupils experience social and economic disadvantage, and the percentage of pupils eligible for free school meals is well above average. The proportion of pupils with learning difficulties is well above average, as is the number of pupils who leave and join the school during each year. The proportion of pupils who do not have English as their first language is above average.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Lings Primary School is an improving school. At present, its overall effectiveness is satisfactory with good features and its capacity for improvement is good because it is well led and managed. This is also the school's view. Staff and pupils are coping extremely well during the current building programme to refurbish the school which has meant classes being moved around and some housed in temporary accommodation. Despite this, and the large turnover of pupils each year, the school is a stable and harmonious community. It works very successfully to improve pupils' personal development and well-being, and they respond well, though pupils' attendance is not as good as it should be. Pupils are happy and growing in confidence, they feel safe and understand the importance of leading healthy lifestyles. They are friendly and polite and relationships are very good.

Many pupils enter the school with weak communication, personal and social skills. Reception class children make satisfactory progress but the experiences provided for them are not broad enough. Pupils in other year groups also make steady progress from their starting points and achieve satisfactorily. Teaching and learning are satisfactory and improving, especially as recent appointments have led to a more settled staffing situation. This is beginning to help pupils to make better progress. Standards in writing and mathematics are below average, and this holds pupils back across the curriculum. The good assessment procedures, though not always consistently applied, are becoming more effective in tracking pupils' progress so that teachers can plan work more effectively and pupils know what to do to improve their work. The curriculum is good with many enrichment activities which are much enjoyed by the pupils and help them to widen their interests and develop their personal skills. The effective way that the school supports, cares for and guides its pupils is very beneficial in assisting their personal development and in meeting the many problems that they encounter.

The good and improving features of provision reflect the effective way that the school is led and managed. The headteacher sets high expectations which are being well met by the staff and the pupils. Senior staff and governors have a clear understanding of the school's strengths and weaknesses. They know what needs to be done to further raise pupils' standards and achievement, and the actions are well laid out in the school improvement plan. The school gives good value for money.

### What the school should do to improve further

- Raise pupils' achievement and improve standards in English and in mathematics.
- Ensure that teachers use assessment procedures to plan work that consistently challenges the full range of ability in the class.
- Improve the quality of children's experiences in the Foundation Stage so that they can learn more effectively, given their low starting points.
- Improve the attendance of the pupils who do not attend regularly by further encouraging their parents and carers to support the school in this area.

## **Achievement and standards**

### **Grade: 3**

Pupils' achievement is satisfactory and is improving. Attainment on entry in the Foundation Stage is well below the expectations for the children's age, and although they make satisfactory progress, they do not reach the expected standards for their age in all areas of learning. The very limited outside play area caused by the refurbishment programme restricts their learning. Across all year groups, the pupils' limited skills in language and literacy inhibit their progress. Assessments at the end of Year 2 in 2005 and 2006 show below average standards yet pupils made satisfactory progress. The national test results at the end of Year 6 in 2005, for the first group of pupils to take the tests, were below the national average in English, mathematics and science. Provisional results for the 2006 tests show similar standards. Pupils who had been in the school throughout their schooling did as well as expected but the high proportion that had not had this continuity did not do as well. The very challenging targets were not met. Boys did better than girls. Pupils' progress across Years 1 to 6 is satisfactory and improving through more consistent teaching, although standards remain below average. Pupils with learning difficulties and those whose first language is not English make good progress because of the good support they receive. The achievement of the small number of gifted and talented pupils is satisfactory. The school's challenging targets for 2007 reflect its high expectations for further improving the pupils' achievement and progress.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development and well-being, and their spiritual, moral, social and cultural development, are good. Pupils are proud of their school and enjoy their learning. Their attitudes and behaviour are satisfactory. Whilst many behave well, the constant arrival of new pupils and the behavioural difficulties exhibited by a minority of pupils can undermine the otherwise good learning atmosphere. Pupils feel safe at school and know exactly what to do if there is any misbehaviour, which is quickly dealt with. Attendance is satisfactory overall, but is affected by too many families taking holidays in term time. Pupils enjoy their increasing responsibilities as they move through the school and willingly act as 'playground buddies'. They take pride in their school community. The school council takes its responsibilities seriously and its members' ideas to improve activities have been implemented. Access to activities in the wider community is limited. Pupils have a good awareness of how to stay healthy, and know the dangers of the misuse of drugs and alcohol. Pupils are developing only satisfactory skills for their future economic well-being because of their skills weakness in literacy, numeracy and information and communication technology (ICT), although there are good opportunities for them to make decisions about their work and to use their initiative in lessons.

## Quality of provision

### Teaching and learning

#### Grade: 3

Teaching and learning are satisfactory. Pupils think their teachers are 'great' and say that practical activities and games make lessons interesting and fun, so they are keen to learn. Teachers prepare lessons carefully and resources are used well to engage pupils' interest, promote enjoyment in learning and encourage the pupils to work hard. Whilst good use is made of assessment information to plan work that is matched to the pupils' needs, this is not yet consistent enough and some activities, especially for the minority of more able pupils, lack challenge. Behaviour is generally well managed and praise and encouragement are used well to celebrate pupils' success and boost their confidence. Most teachers use question and answer sessions effectively to develop pupils' thinking skills and extend their vocabulary. However, in some lessons, activities are not explained clearly enough and, as a result, pupils do not make the progress expected. Teaching in the Foundation Stage is no better than satisfactory because the activities and resources do not give the children sufficient opportunities to consolidate their learning. Teaching assistants give good support to pupils with learning difficulties and physical disabilities, enabling them to achieve to the best of their capabilities. Teachers' marking informs pupils on how well they are doing and what they must do to improve. However, pupils are not yet sufficiently involved in assessing their own learning.

### Curriculum and other activities

#### Grade: 2

The curriculum is mainly good and meets the pupils' interests and needs. The curriculum for children in the Foundation Stage and the provision for ICT in Years 1 to 6 are satisfactory. Both aspects have been disrupted by the rebuilding programme but have the potential to improve when full access to resources is restored. Good emphasis is placed on developing pupils' literacy and numeracy skills in all subjects. The curriculum is made interesting through the teaching of French to older pupils and through special themed weeks, such as South America and Asia weeks, which successfully link subjects together and celebrate very effectively the cultures and beliefs of many of the pupils. Personal, social and health education is good and successfully promotes pupils' understanding of citizenship, staying safe and keeping healthy. Pupils benefit from a very good range of after school clubs, including sport, music and drama. They really enjoy the visits and visitors to the school that extend their learning experiences.

### Care, guidance and support

#### Grade: 2

The care, guidance and support for pupils are good, and parents strongly agree. Pupils feel valued, explaining that staff are caring and supportive and always there to help with any concerns. Child protection and checks to ensure pupils' welfare, health and

safety are securely in place. Good structures are well used to improve attendance but not all parents are supportive enough. Pupils' progress is carefully tracked and learning targets are set to identify where extra support is needed, and the systems are developing well. Pupils with learning difficulties and physical disabilities are well supported by staff and agencies to ensure they are fully included in all activities. The Breakfast Club is very well supported and crucially meets the needs of pupils who attend it.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. Since her appointment in 2004, the headteacher has tackled the new school's development with outstanding enthusiasm and skill. Her clear vision is well supported by the senior management team and all staff set high expectations for the pupils. Self-evaluation is accurate and the key activities identified in the school improvement plan are well implemented and evaluated. Planning is very well supported through the effective systems for monitoring the school's work and the very good systems introduced to keep track of pupils' personal and academic development. These rigorous approaches are leading to improvement in pupils' achievement and in ensuring that the many pupils who join the school at differing times are well supported. This is helped by the open-door policy and parents speak highly of the quality of education and the improvements taking place. Governance is good because it is supportive and increasingly operating as a critical friend to the school.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	3
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

Thank you for welcoming us when we came to inspect your school. We enjoyed the opportunities to talk to you.

Your school provides you with a satisfactory education and has a number of important good aspects. Like you, we could see that your school is improving and that the standards you reach in your work are getting better because you are making better progress.

Other good things we recognised about your school, and which you told us about, are that:

- You enjoy school and feel safe there.
- Many of you behave well, and enjoy being given responsibility, especially in helping as buddies in the playground and as members of your School Council.
- You have a good curriculum and enjoy the many extra activities your school provides.
- Your headteacher, the staff and governors are working hard to help you to improve and to give you the best opportunities.

What we have asked your school to do to help you to improve is to:

- Help you do even better in your work and improve your standards in English and in mathematics.
- Make sure that your teachers and support staff use what they know about how well you are doing to plan work that helps all of you in each class to make the best progress.
- Give the children in the Reception class better opportunities to learn.
- Work with your parents and carers to make sure that you all attend school regularly.

Thank you for welcoming us during our visit. We hope that you will all continue to do your best to make Lings Primary an even better school.