

# Lings Primary School

## Inspection report

---

|                                |                 |
|--------------------------------|-----------------|
| <b>Unique reference number</b> | 121933          |
| <b>Local authority</b>         | Northampton     |
| <b>Inspection number</b>       | 384988          |
| <b>Inspection dates</b>        | 6–7 March 2012  |
| <b>Lead inspector</b>          | Philip Mann HMI |

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

---

|  |                                     |
|--|-------------------------------------|
| <b>Type of school</b>                      | Primary                             |
| <b>School category</b>                     | Community                           |
| <b>Age range of pupils</b>                 | 4–11                                |
| <b>Gender of pupils</b>                    | Mixed                               |
| <b>Number of pupils on the school roll</b> | 197                                 |
| <b>Appropriate authority</b>               | The governing body                  |
| <b>Chair</b>                               | Tony Covington                      |
| <b>Headteacher</b>                         | Leigh Wolmarans                     |
| <b>Date of previous school inspection</b>  | 10–11 March 2010                    |
| <b>School address</b>                      | Hayeswood Road<br>Lings<br>NN3 8NN  |
| <b>Telephone number</b>                    | 01604 410372                        |
| <b>Fax number</b>                          | 01604 410372                        |
| <b>Email address</b>                       | head@lings-pri.northants-ecl.gov.uk |

---

|                           |                |
|---------------------------|----------------|
| <b>Age group</b>          | 4–11           |
| <b>Inspection date(s)</b> | 6–7 March 2012 |
| <b>Inspection number</b>  | 384988         |



You can use Parent View to give Ofsted your opinion on your child’s school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children’s services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to ‘Subscribe’.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234  
 Textphone: 0161 618 8524  
 E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
 W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012



## Introduction

Inspection team

Philip Mann

Her Majesty's Inspector

Vic Chaffey

Additional inspector

This inspection was carried out at no notice. Inspectors visited 16 lessons or parts of lessons and observed 11 teachers. Meetings were held with the headteacher, middle leaders, staff, the Chair of the Governing Body and four other governors. Inspectors spoke to parents and carers at the start of the school day, as had been done on previous monitoring visits. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, heard pupils read, talked to pupils and scrutinised their work.

## Information about the school

This is a smaller than average-sized primary school. The proportion of pupils known to be eligible for free school meals is well above average. The percentage of disabled pupils and those with special educational needs is also well above average. The majority of pupils are White British. Just over a third of pupils come from minority ethnic groups and the number of pupils who speak English as an additional language is above average. The school provides its own breakfast club facility. It continues to hold the Healthy Schools status, Active Mark and Inclusion Mark accreditations. Floor standards were not met in 2011. A permanent headteacher was appointed in September 2011.

The school was found to require special measures in March 2010 and was visited by HMI on four separate occasions between September 2010 and December 2011.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

|                                       |          |
|---------------------------------------|----------|
| <b>Overall effectiveness</b>          | <b>2</b> |
| <b>Achievement of pupils</b>          | <b>2</b> |
| <b>Quality of teaching</b>            | <b>2</b> |
| <b>Behaviour and safety of pupils</b> | <b>2</b> |
| <b>Leadership and management</b>      | <b>2</b> |

## Key findings

- In accordance with section 13 (4) of the Education Act 2005, Her Majesty’s Chief Inspector is of the opinion that the school no longer requires special measures. This is now a good school. Standards are improving rapidly and pupils are currently making good progress as a direct result of consistently good teaching. However, the school is yet to reach outstanding levels of effectiveness because not enough pupils are attaining above average standards.
- Inspirational leadership by the headteacher is driving forward many improvements within the school. With effective support from middle leaders and a dedicated staff team, significant improvements in the quality of teaching, behaviour and attendance have been secured. The governing body provides effective support to school leadership through regular monitoring of the school’s work but it is yet to play a significant role in its future strategic direction.
- Achievement is good because pupils now make good progress in lessons. Attainment is rising steadily towards the nationally expected levels from below floor standards with nearly three quarters of pupils in Year 6 predicted to attain Level 4 or above in national tests for English and mathematics. These good outcomes are yet to be seen in other subjects such as information and communication technology (ICT).
- Teaching is good. High quality marking informs pupils throughout the school about what they need to do next to improve. Detailed assessments of pupils’ achievements are used to track the progress of pupils and ensure work is closely matched to their needs. Provision for children in the Early Years Foundation Stage is good, with clear strengths in planning, assessment and the development of the children’s communication and early literacy skills.
- Pupils’ attitudes towards learning are very positive and they all work hard to improve. Behaviour in and around the school is good and attendance is now above average.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

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

- Ensure pupils attain standards in English and mathematics that are at least in line with national averages by providing pupils with more opportunities for them to write at length and use their numeracy skills in other subjects.
- Improve the pupils' achievement in ICT by:
  - increasing the quality and range of experiences for pupils to develop their ICT skills
  - developing the skills and expertise of staff in the use of ICT.
- Implement a long-term plan for the school's future development.

## Main report

### Achievement of pupils

Attainment at the end of Key Stage 2 in reading, writing and mathematics is now above the government floor standards and is rising rapidly towards broadly average levels. Attainment, and especially reading, is broadly average at the end of Key Stage 1. Pupils in both key stages are making rapid progress as a result of the improvements made in teaching across the school. Inspection evidence, such as the scrutiny of pupils' books, a review of teachers' assessments and analysis of data, confirms that previous inaccuracies in the assessment of pupil performance have been rectified. All pupils, including those known to be eligible for free school meals and those who speak English as an additional language, make good and sometimes exceptional progress. Disabled pupils and those with special educational needs also make good progress because of close monitoring and carefully targeted support in class by well trained and effective support staff.

Children make good progress in the Early Years Foundation Stage from low starting points in communication, language, literacy and numeracy skills. This good achievement is facilitated by high quality teaching and adult support, combined with a vibrant and well organised learning environment. For instance, children learn new sounds daily to support their ability to read simple words such as 'mat' and 'tin'. They make good progress in their creative and physical development by actively participating in role play in the 'Giant's Cave' and riding small vehicles outside in the recently extended outdoor area.

The achievement of pupils in literacy and numeracy is good in all classes. For instance, less able pupils in Year 2 use their knowledge of letter sounds to read unfamiliar words successfully. All pupils are rapidly improving their communication skills through the many opportunities for participation in discussions and acting out little scenarios in drama. Such experiences build confidence in speaking and develop

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

a more varied vocabulary for pupils to use in their writing. For example, lower ability pupils in Year 6 confidently use phrases such as 'fear tastes like a bitter lemon' and 'joy jumping like a trampoline' when writing similes for a shape poem. Higher ability pupils in Year 6 demonstrate growing levels of competence in mathematics through their translation of shapes in the four quadrants and use of a Carroll diagram to record the properties of three-dimensional shapes.

Achievement in other subjects is more variable. It is good in art and music, where those in Year 3 use paint with dexterity to transfer a previously designed pattern in their sketch books onto a white ceramic tile as part of their work on Islamic art. All pupils in Years 5 and 6 can play simple tunes competently in their class 'orchestra'. Such activities fully support the good spiritual, moral, social and cultural development of pupils. Limitations on resources and the expertise of staff have led to slower rates of achievement in ICT skills.

### **Quality of teaching**

The quality of teaching is consistently good with several examples of outstanding practice across the school. No inadequate or satisfactory teaching was observed during the inspection. Discussions with older pupils confirm that the quality of teaching has improved significantly since the last inspection. These improvements to teaching are a direct result of good support and guidance from senior leadership and the determination of all staff to provide pupils with high quality learning experiences. These improvements are now mirrored in the pupils' good achievement and thirst for new learning. Staff expectations of the pupils' behaviour and the quality of work are high. Inspectors spoke to a number of parents who all expressed the view that the school has rapidly and radically improved and that their child is now making good progress because of the good or better teaching.

All teachers make effective use of assessment information to ensure tasks are carefully matched to the ability of pupils. Marking is very detailed and fully informs pupils about the next steps they need to take to be successful in their work. All pupils quickly respond to this in lessons and many enter into written conversations with their teacher about their efforts. This level of interaction between teacher and individual pupils means all are clear about what needs to be done next to improve and accelerate progress.

Outstanding teaching was observed in Years 1, 2 and 5, with outstanding features of teaching observed in other year groups. In the best lessons, teachers use resources, such as digital viewers, video clips, role play and drama cameos, to illustrate key teaching points and engage pupils in imaginative learning experiences. Questions are used carefully to take pupils into new learning and all pupils are encouraged to talk through ideas and concepts with other pupils in lessons. Subject knowledge is secure. It is good in the teaching of reading, writing and numeracy. Teachers recognise that their expertise in the teaching of ICT is more limited and an area for improvement.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## **Behaviour and safety of pupils**

Behaviour is good, both in class and around the school. All pupils, including those who find it more difficult to concentrate in lessons, demonstrate positive attitudes towards their learning. They are keen to improve and enjoy writing. However, handwriting is inconsistent in quality and this leads to some untidy presentation in pupils' books. Pupils all respond well to the wealth of activities introduced to both extend and enrich their learning. For example, many of the pupils belong to at least one of the 15 schools clubs available to them. They look forward to travelling in the new school mini-bus on trips out of school to support their learning in class. Older pupils compete regularly in inter school sporting competitions such as that for 'tag' rugby. Older pupils talked avidly to inspectors about how these activities make a difference to their learning and the atmosphere around the school. All parents and carers spoken to expressed similar views and stated that their child is now very keen to come to school. This significant improvement in attitudes is reflected in the above average levels of attendance now being achieved and sustained.

Relationships between pupils and adults and pupils themselves are very positive. Well-understood structures in the day allow pupils to play happily in the refurbished play areas. Pupils say that they feel very safe in school because bullying of any kind is almost non-existent and any unacceptable behaviour is quickly dealt with by staff. The ever-shrinking number of pupils who exhibit more challenging behaviour respond well to the close guidance and support of staff. The needs of the most vulnerable pupils are monitored outstandingly well through weekly multi-professional review meetings based at the school. Action is taken quickly when there are concerns about the well-being of these pupils.

All pupils respond well to assemblies, which are of high quality and stress values such as respect, courage and determination. Personal and social skills are well developed because pupils have many opportunities in lessons to work co-operatively in small groups to discuss new ideas and solve problems.

## **Leadership and management**

Inspirational and determined leadership from the headteacher has led to a sustained trend of improvement in pupil outcomes. A positive climate for learning, built on the solid foundations laid down by previous interim leadership, is now firmly established. Teamwork amongst the staff is a strong feature, where the efforts of all are valued within an atmosphere of trust and respect. Regular and robust monitoring of teaching and learning by the headteacher and middle leaders has led to the elimination of inadequate and mundane teaching. Furthermore, modifications to the teaching of literacy and numeracy according to ability across Key Stage 2 in smaller teaching groups are already having a very positive impact on pupil achievement in these core skills.

The curriculum is good overall with a strong focus on basic skills in English and mathematics lessons. Opportunities for pupils to practise their writing and number

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

work in other subjects are more limited. However, the extensive number of enrichment activities is a significant strength because these promote pupils' spiritual, moral, social and cultural development. School leadership recognises that limitations in resources and staff expertise mean that not enough opportunities are provided for pupils to extend their skills in the use of ICT. However, the many improvements made in the range of learning experiences now available to pupils fully demonstrates that school leadership has the capacity to take the school further forward and address any areas for further development.

Equal opportunities are promoted very effectively through the detailed analysis of data to monitor pupil progress and identify any underachievement. The diversity within the school community is valued. It is reflected in the images displayed and topics that look at contrasting communities in other parts of the world.

The governing body is becoming increasingly more effective. It asks challenging questions of school leaders. This is because individual governors demonstrate a growing understanding of the school's strengths and areas for development based on an extensive number of visits with a specific focus made into classrooms and around the school. These visits are formally recorded and used to inform school self-evaluation and improvement planning. Implementation of the action plan for improvement following the previous inspection has been successful. A draft school development plan appropriately highlights further areas for improvement over the long-term but it is yet to be fully implemented.

Safeguarding procedures related to child protection and safe recruitment of staff are robust and applied with rigour.



## Glossary

### What inspection judgements mean

| Grade   | Judgement    | Description  |
|---------|--------------|--|
| Grade 1 | Outstanding  | These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.  |
| Grade 2 | Good         | These are very positive features of a school. A school that is good is serving its pupils well.  |
| Grade 3 | Satisfactory | These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.  |
| Grade 4 | Inadequate   | These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. |

### Overall effectiveness of schools

| Type of school       | Overall effectiveness judgement (percentage of schools) |      |              |            |
|----------------------|---|------|--------------|------------|
|                      | Outstanding   | Good | Satisfactory | Inadequate |
| Nursery schools      | 46  | 46   | 8            | 0          |
| Primary schools      | 8   | 47   | 40           | 5          |
| Secondary schools    | 14  | 38   | 40           | 8          |
| Special schools      | 28  | 48   | 20           | 4          |
| Pupil referral units | 15  | 50   | 29           | 5          |
| All schools          | 11  | 46   | 38           | 6          |

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

|                            |   |
|----------------------------|---|
| Achievement:               | the progress and success of a pupil in their learning and development taking account of their attainment.   |
| Attainment:                | the standard of the pupils' work shown by test and examination results and in lessons.  |
| Attendance                 | the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.   |
| Behaviour                  | how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.   |
| Capacity to improve:       | the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.                    |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.                            |
| Learning:                  | how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.  |
| Overall effectiveness:     | inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.  |
| Progress:                  | the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started. |
| Safety                     | how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.             |

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**

8 March 2012

Dear Pupils



### **Inspection of Lings Primary School, Northampton, NN3 8NN**

I would like thank you all for making us feel so welcome in your school. When I first visited Lings Primary School in September 2010, the education provided for you was not good enough. Much has been achieved since then and now it is a good school where all of you are achieving well. Behaviour in lessons and around the school is good and I am impressed with your determination to succeed in your reading, writing and mathematics. Many of you told us 'it's great being at school' because of all the interesting activities planned for you in lessons and after school. These positive attitudes towards school are reflected in your good levels of attendance.

The headteacher is inspiring staff to improve the school even more. The teachers ensure that their lessons are well planned. They include many interesting activities to help you improve in reading, writing and mathematics. All of the teachers mark your work carefully and tell you what you need to do next to improve. You all respond to this advice well. The teachers also provide good opportunities for you to do well in art, music and sport. This is not always the case when teaching you how to use computers, and this is something we have asked them to work at in the future.

The governors work hard to support the work of the staff. They make regular visits into the school to see you working in lessons. This helps them to check that the school is continuing to improve and how it can be even better. In the future, we would like to see them use this information to plan in more detail for the development of the school.

It has been a pleasure to see the school improve over the last year. However, there is still room for more improvement to ensure that most of you reach or exceed the expected standards for English and mathematics by the end of Year 6. You can play your part by continuing to behave well, trying your best in lessons and writing as neatly as possible in your books.

I wish you all the very best for the future,

Philip Mann  
Her Majesty's Inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234**, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**