

# Lindfield Primary School

## Inspection report

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<b>Unique Reference Number</b>	133299
<b>Local Authority</b>	West Sussex
<b>Inspection number</b>	360475
<b>Inspection dates</b>	1–2 December 2010
<b>Reporting inspector</b>	David Curtis

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	419
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Simon Head
<b>Headteacher</b>	Robert White
<b>Date of previous school inspection</b>	2 December 2010
<b>School address</b>	Beckworth Haywards Heath RH16 2DU
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## Introduction

This inspection was carried out by three additional inspectors. Twenty-three lessons were observed, taught by 15 teachers. Inspectors met with members of the governing body, a group of Year 6 pupils, members of the school council and the senior leadership team. They observed the school's work, and looked at the school improvement plan, minutes of meetings held by the governing body, notes of visits by the school improvement partner and documentation regarding safeguarding and child protection. Inspectors looked at the 156 questionnaires returned by parents and carers, and those completed by staff and pupils in Years 3 to 6. (The inspection was affected by the adverse weather conditions caused by heavy snow. On the first day of the inspection, the school opened at 09.45 and closed at 15.00 to allow staff and pupils to get home safely. The school was closed for the next two days and the second day of the inspection took place on Monday 6 December when the school operated normally.)

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- The reasons why attainment at the end of Year 2 shows a declining trend.
- Whether attainment in mathematics is high enough at the end of Year 6.
- Whether pupils of average and above-average ability make sufficient progress.
- The reasons why girls performed significantly less well in the 2010 national tests for pupils in Year 6.

## Information about the school

This is a much larger than average sized primary school. From September 2010, there are three classes in the Early Years Foundation Stage, including one housed in a temporary classroom. In Years 1 to 6, there are two classes in each year group. Most pupils are White British. The proportion of pupils with special educational needs and/or disabilities is below the national average. Most have moderate learning difficulties or speech, language and communication difficulties. Following the retirement of the deputy headteacher in August 2010, a new deputy headteacher will take up post on 1 January 2011. The school has achieved the 'International Schools Award' and the UNICEF 'Rights Respecting School' status.

**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

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Judged to be satisfactory at its last inspection, the school has made significant progress since then in raising pupils' achievement from satisfactory to outstanding. By the end of Year 6, attainment in English, mathematics and science is high. Pupils' progress in English and science is outstanding, but in mathematics it is good because although attainment is high, fewer pupils achieve the higher Level 5 in national tests than they do in English and science. In mathematics lessons, pupils are not consistently challenged to extend their depth of thinking and understanding. Pupils with special educational needs and/or disabilities make outstanding progress, with the majority achieving the expected Level 4 and above in the national tests at the end of Year 6. The school's current data and inspection evidence show that attainment in Year 2 is rising again and that pupils are on track to reach above average levels in reading, writing and mathematics. The previous declining trend was linked to variations on attainment on entry over the last few years. In the Year 6 group who took the national tests in 2010, the underperformance of girls was very much an exception and was linked to a lower-attaining group. In the current Year 6, there is no significant difference in the performance of boys and girls.

Pupils enjoy school and their behaviour is good. In most lessons, they work hard and particularly enjoy opportunities for paired discussion. Attendance is good and strengths in key basic skills mean they are prepared successfully for transfer to secondary school. Pupils work hard in most lessons, particularly when they are challenged. Teachers have good subject knowledge and make effective use of interactive whiteboards to teach new knowledge and skills. On occasions, particularly in mathematics lessons, pupils spend too long sitting and listening to teachers. There are inconsistencies in teachers' marking which does not always tell pupils how they can improve their work and does not link sufficiently to their individual targets.

The headteacher and senior leadership team have as the key priority for this academic year the closing of the gap in pupils' progress between English and mathematics. Through effective monitoring of teaching and learning, they have identified the same issues as the inspection team. The school's self-evaluation is accurate. Taking into consideration the significant progress since the last inspection and the actions taken to address relative weaknesses in pupils' performance, the school has good capacity for further improvement.

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

- Improve pupils' progress in mathematics from good to outstanding by
  - providing greater challenge in lessons for pupils of above average ability
  - reducing the amount of time pupils spend listening to teachers at the start of lessons.

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- Improve the consistency of teachers' marking in order to ensure that pupils' next steps in learning are linked more closely to their individual targets.

## Outcomes for individuals and groups of pupils

**2**

In most lessons, pupils enjoy their work and aim to do their best. Pupils demonstrate significant strengths in the quality of their handwriting, spelling and punctuation, including accurate spelling of key vocabulary in mathematics and science. In Year 6, pupils talk enthusiastically about how the use of role play and drama brings the Second World War 'alive' and motivates them to write imaginatively and very sensitively, for example on the Holocaust. Pupils say that they are occasionally bored, more so in mathematics lessons because introductions are too long and repeat things that they already understand. In a Year 4 literacy lesson, pupils made good progress in finding 'powerful adjectives' because they worked successfully in pairs to challenge each other. Equally, when working independently later in the lesson, they made good progress in using their adjectives within interesting sentences linked to describing characters in Shakespeare's 'Twelfth Night'. In lessons, pupils with special educational needs and/or disabilities are supported effectively and included fully in all activities that contribute to their outstanding progress over time.

The school council plays an important part in the day-to-day life of the school and within the community, for example by laying a wreath on Remembrance Sunday. Pupils in Year 6 take their roles as peer mediators very seriously and say how much they enjoy being trained by Year 11 students from a neighbouring secondary school. Pupils' understanding of healthy lifestyles is good and reflected in their healthy packed lunches. Pupils feel safe in school, and their parents and carers confirmed this through their questionnaires. Pupils have embraced fully the 'Rights, Respect and Responsibility' status accorded to the school.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	1
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Teachers make effective use of an exciting curriculum to encourage pupils to see meaningful links between subjects, with links between literacy and history a striking example. Teachers encourage pupils to use and apply their key literacy, numeracy and information and communication technology skills in other subjects, especially science. In science, teachers place a much greater emphasis on pupils' investigational and experimental work, with the result that this has improved significantly since the previous inspection. However, in mathematics, the curriculum does not consistently meet the needs of pupils of above average ability.

Teachers are confident in the use of interactive whiteboards and encourage pupils to use them, particularly at the start of lessons. Teachers' questioning skills are good and encourage pupils to explain their thinking and understanding, although this is less effective in mathematics. Planning is mainly good and work is matched carefully to pupils' needs, with clear expectations as to what pupils should achieve by the end of lessons. However, in mathematics, pupils of above average ability do not consistently have work that extends their learning. Teachers assess pupils' work regularly, including oral feedback. However, marking does not consistently tell pupils how to improve their work and concentrates more on how well they have done with a particular piece of work.

The support for pupils with special educational needs and/or disabilities is outstanding, with the school engaging parents and carers and a range of outside agencies to support

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effectively pupils' learning and personal development. Transition arrangements into the Early Years Foundation Stage are good, as are those for transferring to secondary school at the end of Year 6.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The headteacher, supported by an effective senior leadership team, has addressed successfully the key issues from the previous inspection report and brought about significant improvement to the school's effectiveness. The school plays a significant role in leading and developing educational initiatives within the locality group of 24 schools, for example in continuing professional development for teaching assistants. There is a strong thrust on further school improvement, especially in tackling the issue of pupils' relative underperformance in mathematics. The governing body is supportive, knowledgeable and effective in underpinning school improvement. The monitoring of teaching and learning is regular and effective in identifying strengths and areas for improvement. Leaders and managers have detailed and useful systems in place to track pupils' progress. However, the school's and governing body's focus on safeguarding has not been sufficiently robust, with the result that a number of administrative errors relating to safeguarding needed to be, and were, addressed by the end of the inspection.

The school promotes equality of opportunity effectively and there is no discrimination. The outstanding progress of pupils with special educational needs and/or difficulties reflects the school's inclusive ethos. Partnerships with parents and carers are good, although a number of parents expressed particular concern that their children could make better progress, and inspectors found this to be the case, especially with regard to mathematics. Community cohesion is promoted effectively. Pupils benefit from links with a school in Brighton which has a more ethnically diverse population and from the school's 'International Schools Award'.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children settle quickly and confidently into the day-to-day routines of the school. Their behaviour is exemplary and they have an excellent understanding of the importance of their healthy snacks and of staying safe. As one child said, 'We do not throw snowballs at faces'. Progress is good, especially in personal, social and emotional development. In communication, language and literacy, staff have identified the need to improve the progress of boys in writing and, as a result, provide more mark-making opportunities for them. In one session where only boys were in the 'school' role-play area, they were actively teaching each other by mark-making on the whiteboard to 'teach' new skills.

There are strengths in the teaching of letters and sounds. Teachers and teaching assistants are very skilled at asking questions which make children think and answer in a way that extends their vocabulary. For example, in a model-making session, the teaching assistant asked, 'How can you make it more interesting?' Currently, two classes have free flow to the outdoor leaning area and children use this effectively in planning their own learning. Steps leading to the third temporary classroom restrict opportunities for children to choose their own activities. However, the governing body is actively engaged in finding a solution to this barrier to learning.

The Early Years Foundation Stage Team monitors and assesses children's progress regularly and makes effective use of 'Learn Journeys' to engage children and their parents and carers in the process. Partnerships with parents and carers are good and strong links with pre-school providers ensure a smooth start for children joining the school at the start of their Reception Year.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Just under 40 per cent of parents and carers returned the questionnaires. While the majority are supportive of the school in terms of ticks on the questionnaire, the balance of written comments was more negative than positive. The main concerns raised in the negative comments linked to parents and carers feeling that their children do not make good progress and the school does not keep them informed about their children's progress. Inspectors looked very closely at pupils' progress during the inspection and found that higher-attaining pupils in particular do not make enough progress in mathematics. Where positive comments were written, these linked to the quality of care and support for their children, including how well children are prepared for starting school in Reception.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Lindfield Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 156 completed questionnaires by the end of the on-site inspection. In total, there are 422 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	90	58	65	42	1	1	0	0
The school keeps my child safe	100	64	52	33	4	3	0	0
My school informs me about my child's progress	50	32	87	56	17	11	2	1
My child is making enough progress at this school	58	37	69	44	26	17	3	2
The teaching is good at this school	69	44	74	47	12	8	0	0
The school helps me to support my child's learning	44	28	90	58	17	11	4	3
The school helps my child to have a healthy lifestyle	60	38	82	53	10	6	3	2
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	64	41	71	46	9	6	0	0
The school meets my child's particular needs	52	33	81	52	19	12	3	2
The school deals effectively with unacceptable behaviour	40	26	85	54	21	13	4	3
The school takes account of my suggestions and concerns	42	27	87	56	21	13	5	3
The school is led and managed effectively	50	32	76	49	20	13	6	4
Overall, I am happy with my child's experience at this school	75	48	69	44	11	7	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## 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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.

**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.**



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