

# Linden Primary School

## Inspection report

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<b>Unique Reference Number</b>	120068
<b>Local Authority</b>	Leicester
<b>Inspection number</b>	358683
<b>Inspection dates</b>	15–16 September 2010
<b>Reporting inspector</b>	Krishan Sharma

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	469
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Raffiq Mohammed
<b>Headteacher</b>	Zaheer Mohamed
<b>Date of previous school inspection</b>	30 January 2008
<b>School address</b>	Headland Road Evington, Leicester LE5 6AD
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## Introduction

This inspection was carried out by three additional inspectors. They observed 16 teachers and made 23 classroom visits. Meetings were held with four governors, staff and a group of pupils. The lead inspector spoke to three parents in the school playground. Inspectors looked at some of the school's policies and procedures, pupils' written work and the tracking data used to monitor pupils' progress. Seventy-three questionnaires from parents and carers were analysed as well as those completed by pupils in Key Stage 2 and by staff.

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

- pupils' progress in English, particularly in Key Stage 2
- quality of teaching to determine the extent to which it is meeting the needs of advanced learners of English
- the accuracy and use of teacher assessment
- rigour in monitoring and evaluation and their use.

## Information about the school

This is a large primary school. The vast majority of pupils come from a range of minority ethnic groups, of whom pupils with an Indian background are by far the largest group. Only a very few pupils are of White British heritage. Just over three-quarters of pupils speak English as an additional language and about five per cent are at an early stage of English language acquisition. Gujarati and Punjabi are the most common first languages spoken. The proportion of pupils known to be eligible for free school meals is below average, as it is for those with special educational needs and/or disabilities. These needs relate mostly to moderate learning difficulties. There is a breakfast club, which caters for a small number of pupils. The school holds Healthy School status, Activemark in recognition of its work in sport, Artsmark and the intermediate International School Award.

**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?**

**3**

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

**3**

## Main findings

Linden Primary School provides a satisfactory quality of education. It has good features, particularly in relation to developing pupils' personal qualities and the level of care provided for them. The school reaches out to its parents and carers and the local community. Most are happy with what it does for their children. Pupils' understanding of what they have to do to remain healthy is outstanding and is recognised in the award of Healthy School status. Senior leaders and the governors work hard to make the school a harmonious place by valuing the religious, cultural and linguistic diversity present in the school. This means that pupils have excellent insights into different cultures through first-hand experience and relate well to each other.

Children get a good start in the Early Years Foundation Stage where they make good progress from their low attainment on entry, but standards are still below average on entry to Year 1. Most pupils make satisfactory progress from their starting points in Year 1 and by the end of Year 6 attainment is broadly average in English and mathematics. Progress fluctuates between these years, but gains momentum towards the end of Key Stage 2.

Teaching is satisfactory overall, with some good teaching spread across the school. In general, this ensures that most pupils, including those who learn English as an additional language and those with special educational needs and/or disabilities, make at least satisfactory progress. In all lessons, teachers are concerned with developing pupils' literacy skills and they are aware of the need to stretch the advanced learners of English further, particularly in Key Stage 2. Even so, many pupils lack fluency in their speech and are not always articulate or precise in their responses due to a lack of appropriate vocabulary. In the mainly good lessons, teachers make accurate assessment of pupils' progress and take it into account in planning their next steps. Teachers' oral feedback during lessons and their marking clearly point pupils to areas where they need to make improvement. In the mainly satisfactory lessons, these features are less well represented.

Since the last inspection, the effectiveness of the school's self-evaluation has been satisfactory and is sound enough to give senior leaders a generally accurate view of its performance. The collection and analysis of data are regular. The monitoring of teaching and learning through lesson observations and pupils' written work is not robust enough to tackle the unevenness in teaching quality and progress across the school. However, there has been sufficient improvement to indicate that the school has a satisfactory capacity to improve.

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

- Improve the quality of teaching and learning so that by September 2011 75% is good or better by:
  - ensuring that monitoring and evaluation focus rigorously on pupils' progress in lessons and on their written work, and that the findings are used to tackle areas of weakness
  - promoting greater consistency in teachers' assessment across the school and by using it to plan to meet the needs of all pupils
  - making consistent, precise comment on pupils' progress in lessons and in their written work to help them understand what they need to do to improve.
- Strengthen pupils' acquisition of literacy skills by:
  - building systematically their vocabulary in all subjects of the curriculum and its use in their oral and written work
  - improving their skills in talking fluently about what, and how well, they are doing.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Outcomes for individuals and groups of pupils

<b>3</b>
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Pupils are keen to learn and concentrate on their work. They rise to the occasion when more is demanded of them. In one Year 6 lesson where pupils were relatively new to handling multi-step problems in mathematics, they persevered and made a number of calculations before getting to the correct solution. Those who managed to solve their problems were well satisfied with their efforts. Most of them are eager to explain their work but their responses often lack fluency and they are not always articulate. Attainment at the end of Key Stage 2 was broadly average in English and mathematics in the last three years and remains so according to the school's current data and the inspection evidence. Progress is good in the Early Years Foundation Stage, but varies across the school, particularly during Key Stage 2 and is, overall, satisfactory. Pupils with special educational needs and/or disabilities are assessed regularly and supported in lessons. As a result, they make at least satisfactory progress towards their short-term goals over both key stages. Those learning English as an additional language become more proficient in its use as they move through the school and many of those of Indian heritage are now beginning to make good progress.

Pupils' behaviour is good in lessons and around the school. They say they feel safe at school and know that they would get support if they were concerned about their safety. They enthusiastically take on responsibility for a range of jobs to assist in the smooth running of the school. Funds they regularly raise benefit others in the wider community. Sound achievement in the basic skills, confident personal skills - despite individual linguistic difficulties - and their broadly average attendance prepare pupils satisfactorily for the next stage of their education. They are acutely aware of right from wrong and are very willing to reflect on their experiences.

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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>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<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>1</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>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</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?

Much good teaching was seen across the school but, overall, practice is satisfactory. In most lessons, teachers have clear intentions and teaching assistants are productively deployed to support pupils with special educational needs and/or disabilities. In the better lessons, teachers have strong subject knowledge and are well equipped to test and extend pupils' understanding and vocabulary. Effective questioning, good use of time and clear commentary on pupils' progress and how they could improve their work also feature in the stronger lessons. These features are less well represented in the mainly satisfactory lessons. The variability within the quality of teaching results in some lack of consistency in teachers' assessment in lessons and in their marking of pupils' written work.

The curriculum is carefully organised to give pupils a broad range of experiences, both within the school and off-site. To meet the specific needs of bilingual pupils, the development of their literacy skills is rightly a priority and suitable programmes are provided. Planning is adjusted to ensure that pupils with special educational needs and/or disabilities are catered for. The cross-curricular use of English is effectively promoted, as is the use of information and communication technology across the curriculum. The range of extra-curricular activities, educational visits and visitors to school all contribute to pupils' enjoyment in their learning.

Arrangements for supporting pupils with special educational needs and/or difficulties, pupils who are at an early stage of learning English and other vulnerable pupils are well

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established. This provision makes a significant contribution to their confidence and achievement. New arrivals are made to feel welcome and the school has good links with the secondary school that ensure smooth transfer at the end of Year 6. Support and advice from different agencies are sought and used to improve pupils' learning and well-being.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<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 is keen to bring about and sustain improvement in a range of areas. The setting of challenging targets and achieving mostly broadly average standards in English and mathematics at the end of Year 6 over many years testify to this commitment. Monitoring and evaluation arrangements cover essentials, including the regular collection of data, which provide a generally accurate picture of pupils' progress. However, the monitoring and evaluation of teaching is insufficiently focused on its impact on pupils' progress in lessons and in their written work. As a result, the school lacks a comprehensive and fully accurate view of the quality of teaching and its impact on pupils' progress. The governing body is supportive of the school and is becoming more effective in holding it to account for its performance. Governors' visits to school now have a clearer focus.

Relationships with parents and carers are very positive and reflect the headteacher's strong desire to keep them engaged with the work of the school. Partnerships with external agencies and local services make a good contribution to the school's own provision for sport, health education and pupils with specific behavioural, emotional and social needs. The cultural and religious diversity present in the school is seen as a source of pride and discrimination is not tolerated. As a result of its concerted efforts, many Indian pupils are now performing well. Safeguarding procedures are in place and staff are suitably trained. Pupils are taught successfully how to keep themselves safe and do so well. The school is a cohesive community. A good understanding of the religious, ethnic and socio-economic context of its local community helps the school to engage well with it. A number of effective actions have been taken to reach out to communities beyond its locality. As a result, pupils' global awareness is strong.

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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>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</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>3</b>

## **Early Years Foundation Stage**

Most children make good progress from their low starting points on entry to Nursery, particularly in their early literacy skills in English. By the time they enter Year 1, attainment remains below average for most of them. When they join the school, many children are reluctant to speak, but the presence of caring adults who can communicate with them in their home language reassures them. As a result, they begin to settle quickly and join in enthusiastically in a wide range of activities offered to them. Planning ensures a good mixture of activities - some led by adults and others that are child-initiated. Children are taught successfully to move around safely and care about their own and others' safety. Most children are gaining confidence in linking early sounds and letters and are able to count objects around them. Children's personal and social skills are developing well, although some of them do not easily interact with each other and work alongside, rather than together. Adults are well aware of this, because they observe children closely as a matter of routine, and intervene judiciously to promote working together. During the inspection, children enjoyed testing different materials and developed an understanding of 'wet' and 'dry'. They joined in singing keenly. Children receive frequent and clear feedback on their progress. Leadership and management are good. All staff work as an effective team and have established good relationships with parents and carers.



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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

About one in five families returned their questionnaires; this is lower than usual. Of those who responded, the vast majority of parents and carers were positive about the school's provision, particularly when they felt their children were kept safe and enjoyed being at school. Almost all of them appreciate the help the school gives their children to have a healthy lifestyle. Relatively few are concerned about how the school deals with unacceptable behaviour. During the inspection, inspectors found that pupils' behaviour was good. A very large majority of the parents and carers view the teaching and the effectiveness of the leadership and management as good. Examples of good teaching were seen, and the leadership and management have strengths, but overall they are satisfactory and the areas for improvement in the report reflect what more can be done to strengthen these areas.

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

Ofsted invited all the registered parents and carers of pupils registered at Linden 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 73 completed questionnaires by the end of the on-site inspection. In total, there are 469 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	38	52	32	44	1	1	0	0
The school keeps my child safe	34	47	37	51	0	0	1	1
My school informs me about my child's progress	22	30	43	59	5	7	1	1
My child is making enough progress at this school	25	34	42	58	5	7	0	0
The teaching is good at this school	23	32	43	59	4	5	1	1
The school helps me to support my child's learning	23	32	42	58	4	5	0	0
The school helps my child to have a healthy lifestyle	20	27	52	71	1	1	0	0
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)	23	32	38	52	1	1	0	0
The school meets my child's particular needs	16	22	49	67	7	10	0	0
The school deals effectively with unacceptable behaviour	24	33	39	53	8	11	2	3
The school takes account of my suggestions and concerns	19	26	44	60	4	5	3	4
The school is led and managed effectively	31	42	34	47	3	4	2	3
Overall, I am happy with my child's experience at this school	30	41	36	49	3	4	1	1

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	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.**



17 September 2010

Dear Pupils

**Inspection of Linden Primary School, Leicester, LE5 6AD**

Thank you for welcoming the inspectors to your school. We enjoyed talking to you and looking at your work. I was particularly impressed with your dress rehearsal for the Eid assembly. You took your parts seriously. We judged your school to be satisfactory. This means there are some things your school does well and there are things it could do better.

Here are some of the positive things that we found out about your school.

Most of you make at least satisfactory progress in English and mathematics and reach average standards by the time you leave the school at the end of Year 6.

Children in Nursery and Reception get off to a good start and make good progress.

Teaching is satisfactory overall. Many of your lessons are good.

You behave responsibly and concentrate on your work.

You have an excellent understanding about staying healthy.

Adults in the school take good care of you.

You say that you feel safe at school and enjoy being at school. Your parents and carers agree with you.

To improve your school further, the adults in charge should make sure that:

- teachers teach more good or better lessons and senior leaders check that this happens
- all of you learn to speak fluently and use a wider range of vocabulary in your work.

We wish you all the very best for the future.

Yours sincerely

Krishan Sharma

Lead inspector

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