

Lingdale Primary School

Inspection report

Unique Reference Number	111531
Local Authority	Redcar and Cleveland
Inspection number	356936
Inspection dates	1–2 February 2011
Reporting inspector	Derek Neil

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	92
Appropriate authority	The governing body
Chair	Mr Victor Davison
Headteacher	Miss Nichola Oxtoby
Date of previous school inspection	16 January 2008
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Introduction

This inspection was carried out by two additional inspectors. They observed six lessons and four part-lessons led by seven staff. Meetings were held with groups of pupils, two members of the governing body and several members of staff. Inspectors observed various activities throughout the school day and took the opportunity to speak to some parents. They looked at a range of documents including policies for safeguarding and assessment, and the school development plan. Inspectors analysed 45 parental questionnaires as well as questionnaires completed by pupils and staff.

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

- Whether recent improvements in pupils' attainment and progress are being maintained.
- How well the most-able pupils achieve.
- The impact made by recent changes in leadership.

Information about the school

Lingdale Primary is a smaller than average school. The proportion of pupils known to be eligible for free school meals is high. The percentage of those with special educational needs and/or disabilities is well above average. All pupils come from White British families. A Sure Start children's centre is based on the school site. The school has several awards for its work, including Healthy School status and the Activemark.

A new headteacher was appointed in January 2010 after a period of instability in staffing.

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

2

Main findings

This is a satisfactory and improving school. It has a welcoming and caring atmosphere and parents and carers are happy to send their children there. As one commented, 'It is a happy, friendly environment with a strong family feel.'

After a period of disruption, which contributed to a decline in pupils' achievement, the school has a new headteacher and a more stable staff. As a result, it has seen a rise in pupils' attainment, which is now broadly average. Given their starting points, this represents satisfactory progress and achievement. Most pupils reach the standards expected nationally, but boys do not perform as well in English and girls do less well in mathematics. The number of pupils who reach the highest levels of attainment is low.

The school has several strong features. The Early Years Foundation Stage unit gets children off to a good start with its imaginative provision. Assessment is used very effectively across the school to improve pupils' learning. The care, guidance and support provided by the staff are very effective in ensuring that pupils settle into school and are safe and happy. Many aspects of pupils' personal development are good. They enjoy school, particularly the exciting opportunities they get to develop new skills on visits to different places. They behave well in lessons and at playtime. They make a strong contribution to the school and local communities, for example by helping to improve the public park in the village. Some teaching is good, but overall it is satisfactory because at times the most-able pupils are not challenged by the work they are given and the content of lessons does not always create the same excitement that the occasional enrichment activities generate.

The school recognises that it needs to enhance aspects of pupils' personal development. Attendance, though much higher than at the time of the previous inspection, is slightly below average. Pupils have a good knowledge of how to keep healthy but do not always apply that knowledge when making their own choices in life. The curriculum gives pupils experience of different religions and countries but pupils have little understanding of the cultural diversity in the United Kingdom.

The recent improvements are largely due to the energetic leadership of the headteacher. The governing body supports the new developments but does not fully understand some of its responsibilities. Nonetheless, the school's self-evaluation is perceptive and honest about its shortcomings. It has led to a well-conceived plan for further improvements. The school's capacity to improve further is good.

Up to 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.

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What does the school need to do to improve further?

- Raise attainment, particularly of the most-able pupils, by:
 - providing more challenging work in lessons for the most able
 - making the content of lessons more imaginative and memorable
 - planning more opportunities for pupils to apply basic skills in different subjects.
- Strengthen the effectiveness of the governing body by:
 - ensuring all members understand fully their responsibilities for improving the school
 - arranging practical ways for governors to evaluate the work of the school.
- Improve pupils' personal development by:
 - raising attendance
 - making sure more pupils make healthy choices
 - developing their awareness of other cultures and communities in the United Kingdom.

Outcomes for individuals and groups of pupils

3

Pupils pay attention in class and apply themselves diligently to their work. They enjoy a challenge and make good progress when working in pairs or small groups in a collaborative endeavour to solve a problem. They have the confidence to share their ideas with the teacher and others. In assembly, for example, several pupils were ready to announce their interpretations of a poem in front of the whole school. They want to do well when working individually and are prepared to ask for help from the staff if they feel they need it. On occasions, their interest is not stimulated by the task they are given or they do not understand the teacher's instructions. At these times their concentration and enthusiasm wane.

Pupils enter Key Stage 1 with attainment that is slightly below average and make satisfactory progress to reach broadly average standards at the end of Key Stage 2. They make satisfactory progress overall and in some lessons their progress is good. Pupils with special educational needs and/or disabilities also make satisfactory progress because of the good level of support they receive. They achieve well when they work individually with a trained specialist in sessions that follow an intensive, well-planned programme.

Pupils feel safe in school. They behave well and show each other care and consideration. They say there is no bullying. They make the most of opportunities to make a contribution to the community by, for example, serving on the school council or organising activities at lunchtime as play leaders. They are also involved in the local community: they help villagers tend their allotments and play their part in improving the local environment. They know how to keep healthy but do not always make healthy choices; some reject the school's offer of free fruit and during the inspection many lunched on chips and crisps. Their social skills are well developed and they enjoy a range of cultural and artistic experiences. However, they have a limited understanding of religions and cultures which are different to their own.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

¹ 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?

Lessons are characterised by the very good relationships that teachers have built up with pupils. Staff use praise and encouragement very effectively to motivate them and develop their confidence. The organisation of lessons is of a high order; at times teachers have to manage awkward accommodation, mixed year groups, a range of activities and resources, as well as several other adults, and do so very efficiently. Teachers plan lessons in meticulous detail, with an emphasis on maximising pupils' active participation. For example, pupils are often asked to discuss a question or solve a problem with their classmates. Classes are small and pupils get a high level of individual attention. Often the activities are not challenging enough for the most-able pupils and this slows their progress over time. Occasionally, the teacher does not explain the work clearly to the pupils, so they do not understand the concept being taught or are uncertain about what the teacher expects them to do.

Assessment is used well. Teachers mark pupils' work thoroughly and frequently, and point out clearly how they can improve. They check on pupils' learning in lessons and intervene if an individual or a group has not understood something. Pupils' progress is closely tracked and staff take steps to provide additional support if an individual is not doing as well as expected.

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The curriculum has many exciting elements, in particular the opportunities for pupils to visit other places and to develop their creative talents. Older pupils, for example, are very proud of a film they made that was shown at a local film festival. The content of lessons in school, however, is sometimes unimaginative. The school provides a good range of well-attended extra-curricular activities. Often, teachers plan activities that are linked to a topic. For example, several sessions during the inspection were linked to the Chinese New Year as a theme. However, staff do not plan systematic opportunities for pupils to develop their basic skills in different subjects and so miss opportunities to consolidate those skills.

Pupils are well cared for in school. They are closely supervised throughout the school day. Staff provide very effective support, particularly for those whose circumstances may have made them most vulnerable. For example, a learning mentor has helped several pupils to control their anger and this has helped them to make better progress with their learning. Good links with outside agencies, such as the children's centre and the local authority's behaviour support service, greatly contribute to the support for pupils in need. The school has worked successfully with parents and pupils to raise attendance over the years, but recognises it could do more, for instance by highlighting the issue's importance more prominently with the pupils.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The school has made great strides under the enthusiastic leadership of the new headteacher. Her commitment to improvement is shared across the whole staff and morale is high. The school's self-evaluation is thorough and honest about weaknesses. It has generated a simple but effective development plan focused on raising standards and improving teaching. These efforts have reversed the decline in pupils' achievement and have led to improvements in teaching and the curriculum, though the changes are too fresh for these features yet to be considered good. The governing body is very supportive of the school but does not do enough to hold it fully to account.

Leaders make very effective use of assessment data to monitor the performance of different groups of pupils; as a result of their analysis, staff can show how they have improved the performance of pupils who are eligible for free school meals and of those who have special educational needs and/or disabilities. The headteacher knows that more must be done to accelerate the progress of girls in mathematics and of boys in English. Safeguarding policies are clear and meet requirements. Staff have a sound understanding of their responsibilities in this regard. The school enjoys a close relationship with the local

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community but has done little to develop pupils' experience of other communities and cultures in the United Kingdom.

These are the grades for leadership and management

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

Early Years Foundation Stage

Children join the Nursery with levels of skills and knowledge that are below what is typical for their age. They make good progress in both Nursery and Reception to develop skills that are broadly average, though their ability in calculation is below average. They enjoy the activities and materials that are prepared for them, behave very well, learn to play and work with others, and develop good levels of self-confidence.

The staff provide a well-struck balance of teacher-led and child-initiated activities, and are very adept at prompting groups or individuals with some well-chosen words or suggestions to move their learning forward. They take good care of the children and carefully monitor and record their progress. They make assessments of children as they work and use these to identify how they can support each child's learning. For example, when the teacher observed a small group of children trying unsuccessfully to attach materials to a rope in an attempt to make a dragon, she discreetly made available a different set of resources the following day to encourage them to experiment further.

The outdoor area is well organised and offers children a good range of equipment that develops their skills in all areas of learning. The setting is well led. The two staff form a cohesive team, and have clear roles and responsibilities. Parents are very pleased with the provision; they are kept fully informed about and involved in their child's learning. The staff use the very awkward indoor space imaginatively and organise activities effectively so that the shortcomings of the accommodation are minimised.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

Almost all parents and carers responding to the questionnaire were happy with the school. A very small minority expressed reservations about pupils' behaviour but the team found no evidence to support this view during the inspection. Several parents wrote comments; most of these were in praise of the hard work done by the staff.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Lingdale 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 45 completed questionnaires by the end of the on-site inspection. In total, there are 92 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	24	53	20	44	0	0	1	2
The school keeps my child safe	29	64	15	33	1	2	0	0
My school informs me about my child's progress	24	53	21	47	0	0	0	0
My child is making enough progress at this school	19	42	22	49	2	4	0	0
The teaching is good at this school	22	49	23	51	0	0	0	0
The school helps me to support my child's learning	24	53	20	44	1	2	0	0
The school helps my child to have a healthy lifestyle	24	53	19	42	0	0	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)	16	36	26	58	0	0	1	2
The school meets my child's particular needs	23	51	19	42	1	2	0	0
The school deals effectively with unacceptable behaviour	19	42	22	49	4	9	0	0
The school takes account of my suggestions and concerns	19	42	25	56	1	2	0	0
The school is led and managed effectively	22	49	20	44	1	2	0	0
Overall, I am happy with my child's experience at this school	24	53	19	42	1	2	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



3 February 2011

Dear Pupils

Inspection of Lingdale Primary School, Saltburn-by-the-Sea, TS12 3DU

Thank you for welcoming my colleague and me so warmly into your school. We enjoyed watching you in lessons and at play, talking about your school with you and your teachers, and looking at your work. Now I want to share with you what we thought.

Lingdale is a satisfactory and improving school. It has a lot of good features. You are very well cared for and feel safe there. You behave well in class and at playtime. You work hard in lessons, especially when you are discussing a problem or a question in a small group. You get lots of opportunities to do exciting things out of school; the older pupils, for example, enjoyed telling me about the film they had made for a local competition. You get a lot of help with your work when you need it. Your teachers know you very well and can spot when you are not doing as well as they expect, and because of this you are reaching higher standards in your work.

There are a few things that would make the school even better. I have asked the staff to help you make faster progress with some of your work; the girls could do better with their mathematics, for example, and the boys could improve their English. I have asked the headteacher to do a bit more to prepare you for life after school, by improving your attendance, helping you make more healthy choices in life, and making you more aware of the different cultures that make up the United Kingdom. I have also asked the governing body to take a closer look at the school's work to make sure it continues to improve.

Thank you again for helping me so much. It was a pleasure to meet you. I wish all of you the very best for the future.

Yours sincerely

Derek Neil

Lead inspector

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