

Lynncroft Primary and Nursery School

Inspection report

Unique Reference Number	122571
Local Authority	Nottinghamshire
Inspection number	380493
Inspection dates	26–27 September 2011
Reporting inspector	David Speakman

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	203
Appropriate authority	The governing body
Chair	Pam Coward
Headteacher	Andrew Pearson (Executive headteacher)
Date of previous school inspection	10 September 2008
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Introduction

This inspection was carried out by three additional inspectors, who saw 14 lessons and observed nine teachers. Meetings were held with senior leaders, representatives of the governing body and groups of pupils. Inspectors observed the school's work and looked at a range of documentation, including monitoring, evaluation and assessment records, policy documents, the school improvement plans, teachers' planning and samples of pupils' work. A wide range of documents and records was scrutinised in relation to the safeguarding of pupils. Inspectors took into account the questionnaire responses returned by 27 parents and carers, 78 pupils and 15 members of staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- To what extent are pupils now making better progress in developing their writing skills?
- What arrangements has the school made to improve writing by linking it to other subjects?
- What impact are the current leadership arrangements having on provision and outcomes?

Information about the school

This is an average-sized primary school. The proportion of pupils known to be eligible for free school meals is close to the national average. A below-average proportion of pupils come from minority ethnic backgrounds and none are at the early stages of learning English. The percentage of pupils identified with special educational needs and/or disabilities, including those with a statement of special needs, is broadly average. The school has been awarded the Active Mark and a quality assurance mark for study support and extended services (QiSS). A breakfast club, run by the school, operates daily for children attending the school.

The executive headteacher joined the school part-time in January 2011. He is also headteacher at Bramcote Hills Primary School, a National Support School. The deputy headteacher at Lynncroft works as the 'school leader' and runs the school jointly with the executive headteacher. This is a local authority arrangement with the governing body and is temporary for the current year, with an option of extending into a second year. The executive headteacher is a National Leader in Education.

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. Children get off to a good start in the Early Years Foundation Stage, and make satisfactory progress in Years 1 to 6 so that attainment is average at the end of Year 6. Throughout the school, attainment in mathematics, reading and information and communication technology is broadly at the levels expected for the pupils' age, and although standards in writing are below average they are rising thanks to recent school initiatives.

Pupils' personal development is good. It is supported effectively by the good level of care, guidance and support shown by the school. Pupils feel safe and behaviour is good in lessons and around school. They have a good awareness of healthy living. Their contributions to school life and to the wider community are good. Pupils' spiritual, moral, social and cultural development is good. Pupils increasingly enjoy school. The good curriculum provides interesting learning opportunities. It has recently been revised to strengthen links between literacy and other subjects.

Teaching is satisfactory and improving. During the inspection some good and outstanding teaching was observed, leading to good progress, but also some common weaknesses in terms of the pace of learning and the levels of challenge to move pupils on quickly. Marking of pupils' work varies across year groups and does not always inform pupils how well they are doing. Inspectors observed some sessions where pupils were involved in very effective assessment of the quality of their own work and that of others, helping them to understand what they have to do to produce good quality writing, but this is not yet sufficiently common practice.

Self-evaluation is thorough and clearly identifies and prioritises the areas for improvement. Using the information from their monitoring and evaluation of provision and performance, the senior leadership team has made focused and effective plans for school improvement. The new leaders for literacy and the provision for pupils with special educational needs and/or disabilities have produced detailed action plans to address identified weaknesses, particularly in writing. Monitoring of teaching is robust and effective in helping teachers to improve their performance. Tracking of pupils' progress is detailed and clearly identifies pupils to benefit from extra support. Tracking data show accelerated progress, particularly in writing where there has been a greater focus. Literacy and numeracy teaching arrangements have been reorganised so all pupils learn in groups with pupils at similar levels of attainment. These initiatives have already led to improvement in key areas, including a greater proportion of good and better teaching. The curriculum

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and some aspects of pupils' personal development, including behaviour, have also improved. In the light of all these positive changes, the school is demonstrating a good capacity for further sustained improvement.

The governing body does a good job of ensuring children's safety and is involved in making critical decisions, such as deciding upon the present leadership and management arrangements. Its members demonstrate a clear understanding of the school's strengths and areas for improvement. However, under the present arrangements, they do not play a full enough role in the performance management of the deputy headteacher as 'school leader' because they do not have agreed measures against which to measure her performance.

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.

What does the school need to do to improve further?

- Raise the level of pupils' key skills in writing across the school by:
 - providing a wide range of opportunities for pupils to write in a variety of styles and for different audiences
 - involving pupils in assessing and improving the quality of their own and others' work to develop their understanding of what constitutes good-quality writing.
- Ensure that the very large majority of teaching is at least good to increase its impact on learning by:
 - actively engaging learners through stimulating activities
 - providing greater challenge for pupils at all levels of attainment
 - accelerating the pace of learning
 - consistently applying the marking policy to effectively inform pupils how they can improve their work and what their next steps in learning are.
- Ensure the governing body fulfils current requirements regarding performance management by identifying and agreeing specific objectives, and monitoring progress towards them through regular review.

Outcomes for individuals and groups of pupils

3

Children join with skills, knowledge and understanding below the levels expected for their age. All groups of pupils make satisfactory progress as they move through Key Stages 1 and 2. However, there are clear indications from the school's tracking data and lesson observations that progress is accelerating, particularly in writing, a key area of focus. The learning and progress of pupils with special educational needs and/or disabilities show a similar improvement. Their individual needs are known well by the teachers and teaching assistants who support them. Work is matched

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accurately to their needs and the teaching and learning styles used enable them to succeed. There is an emphasis on developing pupils’ confidence through discussion and in activities they find particularly challenging, such as independent writing, teaching assistants often help them to work together as a group. This ensures they are all included, have full access to the curriculum at an appropriate level and gain in confidence.

Pupils respond well to teachers. Their good and sometimes excellent behaviour makes a good contribution to the learning environment. Year 2 pupils could hardly contain their excitement as they opened their envelopes from the ‘Superhero Agency’ that was looking for superheroes to deal with criminals. They set about their tasks to provide information on superheroes eagerly. Because they were so highly stimulated, they completed their work quickly, and made exceptional progress. When pupils have opportunities to comment on their own and others’ work, they do so sensibly and respectfully, pointing out what they think is good and where there could be improvement. Where activities are less stimulating, pupils are less responsive and teachers have to work very hard to get the response they would like.

Pupils have access to a wide range of guidance to help them make wise decisions, for example relating to the dangers of harmful substances. They know the importance of healthy eating and they keep physically fit through taking part in physical activity, both within the timetable and in extra-curricular opportunities. The school council makes a good contribution to life in school and there are many links with the local community to which pupils contribute effectively. Pupils are adequately prepared for their future lives, with good social skills, satisfactory academic skills and average attendance.

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	2
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

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

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The extent of pupils’ spiritual, moral, social and cultural development

2

How effective is the provision?

Common areas of strength in teaching include: good management of behaviour; productive relationships with pupils; clear explanations of what learning is expected in the lessons; the effective contribution made by teaching assistants to learning; and close matching of work to need. However, teaching in almost half of the lessons seen was satisfactory. In these lessons, typical weaknesses included teachers not using searching questions effectively to move learning on or to check understanding, and also talking for too long, leaving pupils with too little time to apply and consolidate learning.

The curriculum has been developed to provide a wide range of activities to support learning for all pupils and to promote personal development. Teaching groups for literacy and numeracy are organised carefully to ensure equality of opportunity. The considerable variations of pupil numbers in different year groups have been overcome by setting across two year groups, so that all pupils are taught in small groups with others of similar attainment. Intervention is carefully planned to support pupils who find learning more difficult. Arrangements for induction into school and for pupils to move on to their next schools are good. A good level of support for pupils, and their families, whose circumstances make them potentially vulnerable includes close links with a range of different agencies. Pupils are cared for well in the breakfast club. They are well supervised and secure. They are occupied with fun activities that often contribute to learning, such as the use of a computer.

These are the grades for the quality of provision

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

How effective are leadership and management?

The school’s leaders are effective in establishing a common purpose. One new staff member wrote, ‘I have recently started my employment at Lynncroft and already feel incredibly welcomed and valued. The initial day was particularly helpful for my induction. I felt clear about staff and pupil expectations concerning school vision, curriculum and behaviour. I am very excited about being part of the Lynncroft team!’ This sums up the good level of teamwork which now exists, and the willingness of staff to help move the school forward. Records of recent monitoring of teaching by the senior leadership team show that there is an increasing proportion of good and better teaching, which is also reflected in improving progress.

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The effectiveness of the governing body is satisfactory. It is well informed and supportive. However, it does not currently play a full enough role in the performance management of the school leader, for example by setting specific targets for her performance. It ensures that procedures for the safeguarding of pupils are good. Good quality policies are effective in guiding practice. All staff are fully checked for suitability. Child protection training is current for all staff and those who are in direct contact with pupils have additional training in relevant medical procedures. All health and safety procedures are conscientiously recorded and risk assessments are appropriate to the related activity. Equality of opportunity is well promoted through the organisation of teaching groups, providing focused support where needed, and through clear plans to tackle discrimination, should it ever occur.

The promotion of community cohesion is good. The school is truly a community school. Local links are strong. The Parent School Association (PSA) is very active in drawing in the community and supporting pupils in getting out on visits through financing coaches. They hold a cooked breakfast morning on the last Friday of each month which draws in the parental body. School leaders have conducted an accurate audit of provision to identify what it does well and which aspects of community cohesion need to be further developed. These form the basis of an effective action plan. The school is working hard to set up direct overseas links to expand pupils' experience and understanding of how others live.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
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	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Provision in the Early Years Foundation Stage is well structured. Planned activities both indoors and outside promote the good development of early learning skills.

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There is lots of space for both the Nursery and Reception classes and both rooms are extremely well equipped, providing a stimulating and effective learning environment. Staff work as a strong team, each with clear roles and displaying good levels of competence in their work. They meet all the children’s individual needs through effective on-going assessment of achievements and use this information to plan the next steps in learning. Starting from a low baseline, children make good progress across all the areas of learning.

The Early Years Foundation Stage is led and managed well. Strong teamwork has been firmly established and all adults contribute significantly to their success. Adults’ high expectations of their own performance and of children’s progress have a positive impact on both provision and outcomes. Accurate analysis of progress and standards, as well as the quality of provision, informs a clear view of the strengths and areas for improvement. Action planning is good and clearly identifies the areas for improvement and the strategies to be used to achieve them.

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

Those parents and carers who responded to the inspection questionnaire expressed positive views of the school. Written comments were largely positive but a few parents and carers were concerned about the lack of opportunity for their children to read on a daily basis. Inspectors looked carefully into this matter. They found reading standards to be average and the literacy coordinator has just introduced a new daily guided reading slot into all class timetables.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Lynncroft Primary and Nursery 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 27 completed questionnaires by the end of the on-site inspection. In total, there are 203 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	20	74	7	26	0	0	0	0
The school keeps my child safe	16	59	9	33	2	7	0	0
The school informs me about my child’s progress	8	30	17	63	1	4	0	0
My child is making enough progress at this school	10	37	12	44	4	15	0	0
The teaching is good at this school	12	44	12	44	1	4	0	0
The school helps me to support my child’s learning	9	33	17	63	1	4	0	0
The school helps my child to have a healthy lifestyle	8	30	19	70	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)	11	41	15	56	0	0	0	0
The school meets my child’s particular needs	10	37	14	52	1	4	1	4
The school deals effectively with unacceptable behaviour	8	30	18	67	1	4	0	0
The school takes account of my suggestions and concerns	8	30	17	63	1	4	1	4
The school is led and managed effectively	5	19	18	67	2	7	1	4
Overall, I am happy with my child’s experience at this school	11	41	15	56	1	4	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 8 April 2011 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 2010/11 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.



28 September 2011

Dear Pupils

Inspection of Lynncroft Primary and Nursery School, Eastwood, NG16 3FZ

Thank you for welcoming us when we inspected your school recently. We enjoyed meeting and talking to you in lessons and in the group discussion. Your views were very helpful to us in making our judgements.

At present your school is satisfactory, but it is also improving and as a result your work is showing signs of improvement. You make satisfactory progress and the standards in your school work by Year 6 are similar to those found in many other primary schools. However, we noticed some weaknesses in your writing. Those of you who receive extra support because you find learning a bit more difficult also make satisfactory progress. Your personal qualities are good. You show a sensible and mature approach to school life. You enjoy school and behave well. All the adults who look after you make sure that the school is a safe and pleasant place for you to learn and make friends.

We have asked your teachers to do the following to help raise standards further and to continue the trend of improvement.

- Improve your basic writing skills throughout the school, by giving you opportunities to practise different kinds of writing and helping you understand what makes a good piece of writing.
- Make sure that as much teaching as possible is at least good, so you all make good progress.
- The governing body should set the standards for your school to reach, and check that the school leader ensures you reach them.

We are confident that you will do all you can to help the school to improve, by continuing to behave well and showing interest in your work.

Yours sincerely

David Speakman
Lead inspector

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