

Linthorpe Community Primary School

Inspection report

Unique Reference Number	134259
Local authority	Middlesbrough
Inspection number	381651
Inspection dates	13–14 June 2012
Lead inspector	Margaret Shepherd

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	602
Appropriate authority	The governing body
Chair	Steve Bloundele
Headteacher	Lynn Longstaff
Date of previous school inspection	6 March 2009
School address	Roman Road Linthorpe Middlesbrough TS5 6EA
Telephone number	01642 885222
Fax number	01642 811319
Email address	linthorpeprimary@middlesbrough.gov.uk



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

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

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

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

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

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

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

Piccadilly Gate
Store Street
Manchester M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



Introduction

Inspection team

Margaret Shepherd
Jennifer Firth
Karen Holmes
Deborah Wylie

Additional inspector
Additional inspector
Additional inspector
Additional inspector

This inspection was carried out with two days' notice. Twenty lessons were observed, 11 short observations of class lessons or group work were conducted and three assemblies were observed. Twenty-one teachers were seen. Discussions were held with parents and carers, pupils, governors and all teaching staff working in the school. The inspectors observed the school's work, and scrutinised documents relating to self-evaluation, safeguarding, children's capabilities when they join the school, the progress that pupils are making over time and teachers' planning and assessment. A scrutiny of pupils' work since September was carried out. The 129 parental and carers' questionnaires were scrutinised. There were no responses to the on-line Parent View survey.

Information about the school

The school is much larger than the average size primary school. The proportion of pupils known to be eligible for free school meals is broadly average. Over two fifths of pupils are from ethnic minority groups with nearly a third of the school's roll speaking English as an additional language. There are 15 different ethnic groups. The proportion of disabled pupils and those supported by school action plus and with a statement of special educational needs is average. The school is organised in one Nursery class and then three parallel classes in each year group. The school has the Basic Skills Quality Mark. The school meets the current floor standards set by the government, which determines the minimum expectations for attainment and progress.

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	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	2
Leadership and management	3

Key Findings

- This is a satisfactory school. It is not yet good due to variations in pupils’ progress in different classes. Pupils needing additional support outside of lessons make good progress. More able pupils do not make consistently good progress. There is good and occasionally outstanding teaching, but too much is satisfactory and a smaller proportion is inadequate. Not all middle managers are equally effective. Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- Achievement is satisfactory. Children enter the school with developmental levels and skills below those generally seen for their age. They progress well in both the Nursery and Reception classes. By the time they leave Reception attainment is average. Progress is satisfactory overall through the rest of the school and at the end of Year 6 attainment is broadly average.
- Features of the good teaching include a lively pace, good subject knowledge, very clear feedback to individuals and lively and interesting tasks for pupils. These are not features of the weaker teaching. In group work the partnership between the teacher and the teaching assistants is good. In whole class sessions it is inconsistent.
- Pupils’ behaviour is a strength of the school. It is consistently good in lessons. They are respectful to adults and each other. There is racial harmony across ethnic groups. Pupils have a very good understanding of keeping themselves safe. They have consistently positive attitudes towards their learning.
- The headteacher provides clear leadership including the leadership of teaching. Strategies to develop the quality of teaching are variable. Performance management systems are very thorough. Spiritual, moral, social and cultural development is a strength of the school.

What does the school need to do to improve further?

- Increase the proportion of pupils reaching higher levels than expected for their age by:-
 - consistently providing more challenging tasks in lessons for more able pupils
 - using more demanding questions for these pupils in whole class sessions, group work and individually.

- Reduce variations in rates of progress and extend the proportion of good quality teaching by:-
 - providing a consistently fast pace through each part of the lesson
 - using whole class sessions more effectively to reinforce and develop learning at the end of lessons
 - increasing the consistency of the quality of teaching assistant support during whole class sessions
 - ensuring that all pupils are clear about their individual learning targets, referring to them more regularly in lessons and providing more effective feedback in lessons to individuals about their next steps in learning.

- Increase the consistency in the leadership and management of middle leaders by:-
 - extending the less effective leaders' skills of monitoring pupils' work to identify key strengths and weaknesses in pupils' progress and in teachers' marking
 - consistently feeding these strengths and weaknesses back to teachers
 - following up future work to ensure that any weaknesses have been eradicated.

Main Report

Achievement of pupils

The quality of learning varies between different year groups and across the classes within these year groups. Where it is good, pupils settle quickly to their work, listen carefully to staff and are keen to respond to questions and explain their answers. They are proud to receive positive feedback and strive to reach their next step in learning. They are happy to co-operate with each other in completing a task. For example, pupils relished the opportunity to break mathematical codes. In the least successful lessons, learning proceeds at a slow pace, concentration levels are lower and pupils do not contribute as frequently in whole class sessions. Through the school pupils work well in pairs during whole class sessions. Pupils have very different understanding of their individual targets for improvement. Some know them very well and evaluate how far they are from reaching their goals while others are unsure of their targets. Pupils make good progress in applying their basic skills in the 'Gold Challenges' where a year group is challenged to solve a key problem, such as organising a diamond jubilee celebration for their parents.

Pupils' progress in writing is increasing. In Year 2 they use imaginative ideas and vocabulary in stories. Many pupils have a good understanding of what should be in the first paragraph of a story and produce well written sentences. By Year 6 pupils produce a range of extended writing, using some interesting vocabulary. Pupils with English as an additional language benefit from using the frameworks for writing that teachers provide. By the end of both Key

Stages attainment in reading is broadly average. Pupils through the school have very positive attitudes towards reading and are keen to share their responses to texts. Attainment in mathematics in Key Stage 1 is lower than in reading and writing.

The school's data show that there are no consistent trends of underachievement of different groups of pupils through the school. There is careful analysis to check how well the gap is narrowing in performance. Pupils with English as an additional language make similar progress to that of their peers. In some year groups their attainment is higher than the rest of the year groups; for example, last year's Year 6 cohort in writing. Pupils with disabilities and those with special educational needs make satisfactory progress in whole class lessons, but this accelerates when they are given specialist support. More able pupils make inconsistent progress as they move through the school because they do not consistently receive tasks that challenge them enough. In Year 6 progress accelerates with additional members of staff working regularly with these pupils. This ensures that the expected proportion of pupils reach the higher Level 5. Parents and carers judge that their children make good progress and do not identify differences in rates of progress across different classes.

Children thoroughly enjoy their learning in Nursery and Reception. For example, in Nursery children relished the opportunity to join in with the voice of the troll in 3 Billy Goats Gruff. They make good progress across all the different areas of learning and move confidently across a range of different activities.

Quality of teaching

Teachers all manage behaviour well. They use interactive whiteboards effectively, particularly at the beginning of lessons. In the best lessons teachers are enthusiastic, explaining the expected key learning clearly and introducing new knowledge and skills systematically. Tasks build well on previous learning and there is a good variety of different activities to sustain pupils' concentration. There is no drop in pace throughout the session. This teaching includes adept use of questioning to meet different pupils' needs and tasks with additional challenge for more able pupils. Assessment is used skilfully and there are regular opportunities for pupils to assess each other's work.

In the weaker teaching, there are insufficient opportunities to extend an individual pupil's learning and teaching assistants do not play an active enough role in whole class sessions. More able pupils do not receive sufficiently demanding questions. Timing of the different parts of the lesson is not well-balanced, leaving too much time at the end of lessons to sustain pupils' concentration. Feedback is not focussed clearly enough on individual or group needs. Marking of pupils' written work is inconsistent. The best includes clear details about how to improve work, the least successful does not include written comments. There is a similar picture in the teaching of pupils with disabilities and those with special educational needs to the overall class teaching. Teaching is consistently good when these pupils are withdrawn from lessons.

The teaching of reading is mixed. Staff use the school's home-school reading systems well. The teaching of letter recognition and sounds ranges from outstanding to satisfactory. In the best sessions new letter combinations are explained clearly and there is a fast pace in the variety of different tasks. In the less successful sessions the teaching assistants are not involved enough and tasks proceed at a slower rate.

The teaching of spiritual, moral, social and cultural development is good. Teachers provide some exciting opportunities for this learning. Assemblies are good quality. For example, pupils were fascinated to hear how a teacher was to carry the Olympic torch when it came to the area. Parents and carers judge that the teaching in the school is good and do not identify differences between the quality of teaching in different classes.

Behaviour and safety of pupils

Pupils interact very well with each other throughout their time in school. They settle into lessons quickly and are ready to learn. There are very positive interactions across all the different groups of pupils and individuals respect each other's views and opinions. They gain confidence in their personal development through the wide variety of different opportunities they receive across the school day and in out of school activities. They move around the large building very sensibly and have a very good understanding of the rules and expectations. They play co-operatively at playtimes. Older pupils are delighted to have responsibility for looking after younger children. Pupils are very polite to adults and respond courteously to them, often initiating interactions. Children in Early Years Foundation Stage develop good personal skills.

Pupils gain a very good understanding of all types of bullying. They are confident that if they had any concerns that they could go to a wide variety of adults and receive a sympathetic response. There are marked improvements over time of pupils with behavioural and emotional difficulties. Pupils say that they feel safe in school and explain how they need to be careful when using the Internet. Parents and carers believe that there are good standards of behaviour in school, that the school handles bullying well and that their children feel safe in school. The overwhelming majority of parents and carers judge that behaviour and safety is good.

Leadership and management

The headteacher works closely with the deputy headteacher and governors to improve the school's provision. Thorough school improvement planning involves the whole staff. The plan feeds into the comprehensive programme for staff development, also based on the well-organised performance management programme. There is a wide variety in the expertise of the middle managers. Some are very effective leaders who play a key role in moving the school forward, but this is not evident across the full team. Some middle leadership shows a lack of confidence in feeding back weaknesses to other members of staff to ensure that weaknesses are eradicated. The monitoring of teaching in lessons is very well-focussed and identifies clearly points for future development. The monitoring of pupils' work is not as systematic or effective in identifying strengths and weaknesses in progress and marking. The school has a satisfactory capacity for future improvements. Governors are very well informed. They have a good understanding of progress data and handle finance skilfully.

There are some strong features in the curriculum. These include the curriculum for personal development, the weeks where there is a key focus on applying basic skills and the creative curriculum. For example, pupils in Key Stage 1 constructed unusual chairs, which are still in use by pupils. There are some weaknesses. Some pupils receive a smaller range of experiences in mathematics than other pupils. The school is excellent in tackling discrimination but is not as effective in ensuring that all groups of pupils make equally good

progress in their learning. Safeguarding systems are very thorough with many staff trained, particularly in child protection.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

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

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

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

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

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

Common terminology used by inspectors

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

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



15 June 2012

Dear Pupils

Inspection of Linthorpe Community Primary School, Middlesbrough, TS5 6EA

The inspecting team would like to thank you very much for welcoming us into your school. We really enjoyed talking with you and it helped us to understand what you think about your school. We would like to tell you what we found out.

You go to a satisfactory school. You make a good start when you come into the Nursery and by the end of Reception you have made good progress. You then make satisfactory progress through the school and by the time you leave the school your attainment is broadly average. In some classes you make good progress in lessons. The more able pupils make good progress when they reach Year 6 but it is inconsistent in the younger classes. We have asked your teachers to make sure that those pupils always get challenging work in lessons and you can do your best to complete the activities. In the best teaching your learning is good. We have asked all your staff to make sure that this is consistent right across the school. You can work hard in lessons to keep up with the learning and to check how far you have got in meeting your targets.

Your behaviour is good and there is racial harmony throughout your school. You told us that you feel safe in school. Thank you for explaining what you understand about different types of bullying; we thought you were very knowledgeable. We think that your school works hard to keep you safe. Your school leaders have some good systems in place to make your school better. We agree with you that the Golden Challenges work very well. We have asked some of your school leaders to look across the whole school's written work to make sure that you are all making good progress and to check that the marking tells you what to do to improve, which will help you to learn faster. We wish you great success in your future learning.

Yours sincerely

Margaret Shepherd
Lead inspector

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