

Lingfield Primary School

Vicarage Road, Lingfield, Surrey, RH7 6HA

Inspection dates 11–12 September 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school because

- Pupils enjoy learning and most pupils make good progress, and outstanding progress in developing reading skills.
- Leadership of the Early Years Foundation Stage is particularly effective, maintaining the outstanding provision and exceptional progress since the previous inspection.
- Attainment in national tests has steadily improved at Key Stage 1 and Key Stage 2 and is now above average, because pupils make good progress from their starting points.
- Most teaching is at least good, and some is outstanding. Lessons typically include good levels of challenge for most pupils.
- Pupils have good attitudes to learning and are keen to complete the work their teachers give them. They have a strong sense of being well cared for and feel safe. They get along with one another very well and have a strong sense of community.
- The headteacher has developed an impressive team of senior leaders who are highly effective in evaluating the work of the school and bringing about improvements, particularly in teaching. As a result, achievement, attendance and teaching have improved since the previous inspection.

It is not yet an outstanding school because

- There is not yet enough outstanding teaching and there remain occasional lessons where teaching requires improvement and the progress of pupils slows, particularly in writing.
- During these few lessons, pupils are not always clear what it is they are meant to be learning.
- The level of challenge for more-able pupils is not always sufficient to stretch them to the full extent of their ability and, at times, these pupils too readily opt for less challenging tasks.
- While targets are used well in English, this is more recent in mathematics and is not yet as effective. Pupils are beginning to contribute towards identifying where they have made progress, but this is at an early stage.
- Marking is regular and includes helpful comments about what pupils need to do next; however, pupils are not always expected to respond, which means they miss opportunities to maximise their progress.
- The role of middle leaders in leading the development of the very best teaching is relatively new and not yet fully effective.

Information about this inspection

- This inspection was carried out with one day’s notice.
- During the inspection, inspectors observed 30 lessons or parts of lessons delivered by 16 teaching staff, as well as sessions and support delivered by teaching assistants. Inspectors listened to pupils read and discussed the work they were doing. Observations totalled about 11 and a half hours.
- Inspectors held meetings with senior leaders, governors, teachers and pupils, and spoke informally to parents and carers. Inspectors also considered the 31 responses to Parent View.
- At the time of the inspection, children in Reception were attending school for part of the day as part of a staggered start; children in the Nursery were having taster sessions before starting formally.

Inspection team

Andrew Saunders, Lead inspector

Additional inspector

Najoud Ensaff

Additional inspector

Carol Vant

Additional inspector

Full report

Information about this school

- This school is larger than the average primary school and is part of the Tandridge Education Partnership of schools. Since the previous inspection the senior leadership team has expanded to include an assistant headteacher as well as the deputy headteacher.
- The proportion of pupils known to be eligible for the pupil premium is below average. There are fewer pupils than average who are supported at school action and school action plus or with statements of special educational needs.
- Almost all pupils are White British; a very few pupils are from a wide range of other heritages. A very few pupils join the school at the early stages of learning English.
- There is a breakfast club and after-school club which are run by the governing body.
- The school meets current government floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Increase the proportion of teaching which is outstanding and eliminate any teaching that requires improvement, by:
 - ensuring that every lesson includes a clear indication of what pupils need to learn, closely matched to their needs
 - developing the role of middle leaders and extending their effectiveness in identifying and promoting the very best practice in the school.
- Increase the rate of pupils' progress so that it is consistently rapid, particularly in writing, by:
 - raising the expectations of pupils in taking ownership of their learning, participating in deciding when they have reached their targets, and setting new, ambitious goals to aim for
 - giving pupils who are more able opportunities to get on with the work set for them as soon as they understand what they need to do
 - ensuring that pupils have opportunities to think about, and respond to, the high quality comments, both in their book and verbally.

Inspection judgements

The achievement of pupils is good

- Attainment at the end of Year 6 has risen steadily and is now above average, particularly in reading.
- When they join the school in Nursery, children have skills and knowledge which vary widely, but are typically below those levels expected for their age, particularly in communication, language and literacy. They settle quickly and make a rapid start to their learning journey because provision in the Early Years Foundation Stage is outstanding. By the time they join Year 1, they have made up ground and they have skills and knowledge which are similar to those expected for their age. Children with more advanced skills are enabled to make rapid progress.
- Progress across Key Stage 1 has been variable, but has improved with the rise in the quality of teaching. In 2012, attainment at the end of Year 2 was above average.
- Well-considered strategies to keep track of performance and support pupils mean that good progress continues during Key Stage 2, and is particularly rapid in reading. Pupils also make better progress than might be expected in mathematics and, to a lesser degree, in writing. Whilst a higher proportion of pupils than usual reach the higher levels, the more-able pupils do not always perform to the full extent of their ability.
- Disabled pupils and those with special educational needs are well supported by knowledgeable, well-trained staff and make similar, good progress to their peers. Those at the early stages of learning English are particularly well supported and their progress is rapid because of the supportive ethos and the positive, helpful attitudes of other pupils.
- Pupils who are eligible for the pupil premium are well supported and their progress has improved and is now similar to other pupils.
- Reading is promoted well across all subjects. The wide range of books available and enticing library mean that pupils love reading and this is a strength of the school.
- There has been a successful focus on improving writing, and pupils have good opportunities to write extended pieces of work. However, expectations of writing outside of English lessons are not always as high.
- The use of numeracy skills across the curriculum is developing, although there are some inconsistencies over how well teachers identify and emphasise such opportunities.
- The curriculum provides interesting contexts for the work pupils do and they are able to contribute ideas about what they would like to explore within the chosen topics.

The quality of teaching is good

- Records of performance management, scrutiny of the work pupils have done in their books, and lesson observations confirm that the overall quality of teaching over time is good. Some teaching is outstanding. However, a small proportion of teaching requires improvement, where the intended learning is not clearly identified and progress slows.
- Careful assessment informs teachers' planning well so that pupils are set tasks that are usually closely matched to their needs. However, more-able pupils occasionally find that work is too easy, or they are expected to sit through explanations they do not need, before getting on with their work. In the best lessons, teachers quickly identify this and adapt the task or their explanation to ensure these pupils make rapid progress, but this is inconsistent.
- Teachers make good use of the resources available to engage pupils. For example, Year 6 pupils made good progress developing their use of adjectives after watching an evocative video about their topic of the Second World War.
- Scrutiny of work in books shows that teachers give pupils helpful encouragement about where they have succeeded in reaching their targets or achieved the intended learning, as well as feedback about what they need to do next. While pupils do respond to some of these comments, this is not yet consistent across all classes and so there are missed

opportunities for pupils to benefit from this advice.

- Teaching assistants are well informed and provide sensitive support, particularly for disabled pupils and those with special educational needs. They encourage pupils to try the tasks for themselves. An agreed approach to teaching the linking of letters and the sounds they make (phonics) is consistently implemented with younger pupils and, where necessary, with older pupils. Alongside the teachers' own enthusiasm for reading, this contributes well towards this strength of the school.

The behaviour and safety of pupils are good

- Pupils are highly positive about their school and enjoy learning. They say that they get along very well and that they can speak to an adult if they are worried about anything.
- Parents are highly positive about the school and particularly appreciate that their children are happy there. They agree that their children make good progress and they feel that senior leaders have continued to bring about improvements. They also said that communication has improved and is good.
- When more-able pupils are given options from which to choose, they do not always push themselves to tackle the more difficult examples. In the best lessons, teachers ensure that tasks include a particular challenge at the end, so that pupils always have something to stretch their skills and thinking.
- While most pupils remain highly focused and are keen to do their very best work, where teaching is less effective, pupils are reliant on the teacher to keep them on task. This means that their behaviour is not yet outstanding.
- Pupils have a good understanding of the different forms of bullying and are confident that, while they feel it does not happen at their school, they know what to do if it did. In particular, they feel that every pupil is accepted for who they are and that differences enrich their lives.
- The school uses assemblies to good effect to promote equality and foster good relations. For example, pupils were animated about the recent successes of Paralympic athletes and enthusiastically expressed their admiration of all the athletes who had worked so hard to compete. They reflected on how they, too, could show such determination, an indicator of how the school ensures pupils' spiritual, moral, social and cultural development is well provided for.
- The few pupils whose behaviour can be challenging are supported very well, and consistent application of agreed approaches means that their behaviour remains good in lessons so that learning is not disrupted.
- The breakfast club and after-school club give pupils a positive start and/or end to the day and they enjoy the activities available, demonstrating the good relationships seen throughout the school.
- Leaders have worked hard and successfully to bring about significant improvements in attendance with notable impact; attendance is now above average. There are a very few pupils who are persistently absent; the school works hard with a range of partners and the families to help them improve this.

The leadership and management are good

- The headteacher, ably supported by the other senior leaders, provides a clear vision for improving the learning, performance and opportunities for every pupil. Together with the governors, they have accurately evaluated the impact of agreed strategies, and ensured that the quality of teaching continues to improve.
- Since the previous inspection, senior leaders have successfully focused on ensuring that there is no inadequate teaching and that most teaching is at least good. They have identified that the next step is to increase the proportion of outstanding teaching.
- The excellent pastoral care of senior leaders means that pupils and staff feel valued and this is reflected in the excellent care and strong relationships that staff show to pupils. Staff feel

challenged and supported to perform to the best of their ability.

- Middle leaders are taking an increasing role in identifying the most effective strategies to bring about further improvements in the curriculum and specific approaches, for example in writing. However, this is at an early stage and they are still developing their confidence. This means that leadership and management are not yet outstanding.
- The school is increasingly taking account of the views of pupils in developing the curriculum and identifying issues that need to be tackled, for example through the personal, social and health education (PSHE) and social and emotional aspects of learning (SEAL) lessons.
- The local authority has worked with the school to ensure that the school's self-evaluation is accurate.

■ **The governance of the school:**

- Together with senior leaders, members of the governing body ensure that all statutory requirements relating to safeguarding are met.
- Since the previous inspection, members of the governing body have increased their interaction with the school, improved their understanding of what data show about the performance of each cohort of pupils, and raised the level of their challenge to the senior leaders. They track groups of pupils, and ensure that pupil premium funding has a positive impact on the appropriate pupils.
- Governors have a good grasp of the strengths of the school and are clear about the next steps the school needs to take to improve further.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	125124
Local authority	Surrey
Inspection number	402314

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	443
Appropriate authority	The governing body
Chair	Michael Kenrick
Headteacher	Ron Gandolfo
Date of previous school inspection	3–4 March 2010
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