

Newtown Linford Primary School

Main Street, Newtown Linford, Leicester, LE6 0AD

Inspection dates 20–21 September 2012

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

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- The achievement of many pupils, especially the more able, is not as good as it should be in English and mathematics.
- Pupils have not made as much progress over recent years as they should have in writing and mathematics.
- Teaching over the last two years has not been good enough to ensure good progress.
- The frequent changes in leadership meant that a close enough check was not kept on how well the school was doing so that it could be systematically improved.
- The newly-introduced monitoring systems have not yet had time to improve standards.

The school has the following strengths

- Most pupils have been making good progress since the beginning of this academic year.
- Disabled pupils and those who have special educational needs, and those who are supported by the pupil premium, make good progress.
- Pupils respond well to the new teachers' high expectations, and their work is improving.
- Children in the Early Years Foundation Stage get off to a good start because of good provision and teaching that is now in place.
- Leaders and managers have a clear vision for the school and its improvement.
- The headteacher has already improved teaching and pupils' progress in the short time she has been at the school.

Information about this inspection

- The inspector observed 10 lessons, of which two were joint observations with the headteacher.
- Meetings were held with two groups of pupils, the Chair of the Governing Body, a representative of the local authority and school staff, including senior leaders. Informal discussions were held with parents.
- The inspector took account of the 20 responses to the online questionnaire (Parent View) and seven questionnaires completed by staff.
- The inspector observed the school's work and looked at monitoring information, improvement plans, analysis and tracking of pupils' progress, and records of classroom observations. She also sampled pupils' work from this year and the last academic year, listened to pupils read and checked attendance.

Inspection team

Susan Hughes, Lead inspector

Additional inspector

Full report

Information about this school

- Newtown Linford Primary School is much smaller than average.
- The school has experienced a high degree of turbulence as it has had eight headteachers over the last five years.
- The current headteacher started at the school in February 2012 on an interim, part-time agreement. She took up the permanent full-time post in June 2012.
- A completely new teaching team was appointed for September 2012. All teachers observed during the inspection had been in post for three weeks.
- The proportion of pupils known to be eligible for the pupil premium is below average.
- The proportions of pupils from minority ethnic groups and of those who speak English as an additional language are both lower than average.
- The proportions of pupils who are supported through school action, at school action plus or who have a statement of special educational needs are below average.
- Pupil mobility is above average and a large proportion of pupils leave the school after Year 5 to transfer to a middle school which provides for 10 to 14 year olds.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress.

What does the school need to do to improve further?

- Raise standards, particularly for more-able pupils, by:
 - ensuring high expectations by teachers are reflected in challenging targets for pupils
 - making next steps for learning in books clear and specific and giving pupils time to respond
 - providing homework which develops pupils' skills through practical activities which are linked to whole school topics.
- Improve the leadership and management of the school by:
 - developing the middle-leader role to include monitoring progress and attainment in English and mathematics
 - ensuring all teachers take responsibility for pupils' progress and that this information is used to inform their planning for pupils' achievement
 - ensuring the governing body has a clear view of how well the school is improving by its monitoring activities.

Inspection judgements

The achievement of pupils

requires improvement

- Progress has been too variable in different year groups in recent years. It has been good in Year 1 but only adequate in all other year groups, including the Early Years Foundation Stage. The school's records show inadequate progress, particularly in writing, for some pupils in Years 2, 3, 4 and 6.
- The more-able pupils have not made enough progress. By the end of Year 6, not enough of these pupils reached the high levels of attainment in English and mathematics of which they are capable.
- Progress in reading is good for most pupils. Their skills improve steadily as a result of systematic teaching, starting in the Early Years Foundation Stage. The phonic screening test for Year 1 pupils shows a good understanding of sounding out words. Standards in reading are above average in Years 3 to 6.
- Disabled pupils and those who have special educational needs make good progress that is comparable with national expectations. This is because of good support which is designed to meet each pupil's specific needs. Pupils who are supported by the pupil premium make at least expected progress.
- The progress of all pupils has speeded up since the beginning of this school year. Pupils' progress in lessons is currently good in both English and mathematics. Their presentation is improving, the quantity of written work is increasing and pupils are beginning to assess their work in order to improve it. However, there has not been enough time for this to be reflected in improved standards of attainment.
- A detailed analysis of individual pupils' progress has very recently been undertaken. This has identified those who are underachieving, or are at risk of doing so. A very close eye is kept on these pupils' progress to ensure that the gap between the level at which they are working and where they should be is closing. Recent information on these pupils' progress shows that this is beginning to happen.

The quality of teaching

requires improvement

- Teaching is now much better than it was previously. The teaching observed during the inspection in all classes including the Early Years Foundation Stage was good or outstanding. However, records of pupils' past progress and their work books show that this is not representative of last year's teaching.
- Expectations of what pupils were able to achieve were previously low. Too few opportunities were provided for writing longer pieces. Undemanding work-sheets and the over-use of white-boards meant that pupils did not develop good enough writing skills. This term's work shows a marked improvement in pupils' opportunities for writing.
- Lessons observed during the inspection were exciting, well paced and much enjoyed by pupils. For example, pupils in Year 1 were totally engrossed in their 'bug hunt', identifying how many additional legs had been added to drawings of insects and collecting their finds in envelopes.
- Teaching now shows many good features. Expectations of the quality and quantity of pupils'

work are high. Questioning is probing and checks understanding while developing learning. Teachers expect pupils to explain clearly how they came to a conclusion or reached an answer in their calculations, and more-able pupils are asked very demanding questions.

- Various measures have been introduced to help pupils achieve better. Careful planning ensures that all pupils benefit from small-group activities led both by class teachers and highly skilled support staff. Parents and carers say that homework is much better this year as it is varied, relevant, and regularly marked with helpful feedback.
- A new approach to marking helps pupils understand how to improve their work and includes next steps in learning. Each pupil now has individual learning targets to help them understand what level they are working at and how to move forward. The school is working to improve these useful developments so they are better tailored to each individual's needs and have a greater impact on their progress.
- The promotion of social skills and moral values underpins all lessons. Teachers model consideration for others and pupils respond well. For example, an Early Years Foundation Stage child decided to take an armful of aprons outside for his whole group to save them having to get their own.

The behaviour and safety of pupils are good

- Good behaviour is evident in all areas of the school. Pupils are extremely courteous and polite and show a mature sensitivity for the feelings of others. A Year 1 boy, for instance, was very concerned to comfort his friend who was upset. Older pupils look after younger ones on the playground and recognise the importance of being good role models.
- Attitudes to learning are good and pupils want to work hard. For example, a group of Year 4 and 5 pupils chose to try tackling the demanding algebraic challenge presented to a more-able group. Pupils in Years 2 and 3 were fully engrossed in independent reading while adults worked with other groups.
- Pupils are adamant that bullying is rare in the school. They understand different forms of bullying, including racist and cyber-bullying, and are very clear that the school's behaviour policy is effective. Pupils from Years 1 to 6 feel that the rewards and sanctions are fair and work well.
- All parents and carers who responded to Parent View said their children feel safe in school and are happy to come. This is reflected in the above-average attendance and the enthusiastic way pupils talk about their school.
- Pupils demonstrate a good knowledge of keeping safe in a range of situations, including road safety and when using the internet. They talk about the different people who have visited school, such as the police and fire service, and the guidance given to them.

The leadership and management are good

- The headteacher's drive and enthusiasm for improvement are evident in the very positive impact she has already had on the school. New policies such as staff performance management, curriculum and marking are being effectively implemented. Teaching is now good and pupils' progress is improving. Parents say that communication between home and school is better.

- School self-evaluation is effective and realistic. It has led to many of the recent improvements and includes the rigorous monitoring of pupils' progress. There are now systems to enable leaders and managers to monitor the impact of improvement plans and ensure the accountability of all staff for the school's results.
- Senior leadership roles are clear and defined but middle-leader roles have yet to be developed. For example, the tracking and interpretation of progress data is currently done by senior leaders although they appreciate that subject leaders should take on this role. Overall, the staff's involvement in using data to inform planning has yet to impact on pupils' achievement.
- The planned curriculum is based on exciting whole-school themes underpinned by the key areas of outdoor learning, ambition, community, and spiritual, moral and emotional development. Literacy and numeracy skills are developed effectively throughout the topics.
- Strong learning partnerships with local groups of schools have been formed by the leaders and managers of the school. They see this as key to maintaining a broad perspective beyond the school, developing the skills of staff and supporting the drive to raise standards.
- The spiritual, moral, social and cultural education of pupils runs through all areas of school life. For example, during the inspection, some pupils were challenged to 'follow their conscience' when prioritising class rules. Pupils' cultural development is supported by exchange visits with an inner-city partner school, and through music and art from other cultures. 'Quiet time' corners and the use of 'worry dolls' give pupils the opportunity to think deeply about themselves and others. Discussions at 'drink and think' time about feelings and friendships support both spiritual and social education.
- The Local Authority has given appropriate support for the school during an unstable period including providing interim headteachers and allocating a National Leader of Education mentor.
- **The governance of the school:**
 - fulfils its statutory duties, including those relating to safeguarding pupils
 - has prioritised resources to ensure the headteacher has appropriate time and staff to implement the school improvement plan
 - is led by an experienced Chair who provides challenge and support
 - has a programme of training to address the relative inexperience of the current governing body
 - has not yet developed a suitably rigorous monitoring policy which is closely linked to school improvement priorities.

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	119943
Local authority	Leicestershire
Inspection number	401891

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	60
Appropriate authority	The governing body
Chair	Betty Blythe
Headteacher	Chris Chorlton
Date of previous school inspection	9 March 2010
Telephone number	01530 242370
Fax number	01530 242370
Email address	headteacher@newtownlinford.leics.sch.uk

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