

# Lingwood Primary and Nursery School

Chapel Road, Norwich, Lingwood, Norfolk, NR13 4NX

## Inspection dates

24–25 October 2012

| Overall effectiveness          | Previous inspection: | Not previously inspected |   |
|--------------------------------|----------------------|--------------------------|---|
|                                | 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      |                      | Requires improvement     | 3 |

## Summary of key findings for parents and pupils

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

- Pupils do not do as well as they should in Years 3, 4 and 5 because not enough teaching is good.
- Actions by leaders, including the governing body, have been too slow to bring about improvements in pupils' achievement in Years 3 to 6.
- Targets set for pupils' learning are not challenging enough. Senior leaders do not check these when they review teachers' performance. As a result, some pupils do not make enough progress in Years 3 to 6.
- The school does not communicate well enough with the parents of pupils in Years 3 to 6. These parents are concerned that they do not know how well their children are getting on.

### The school has the following strengths

- Outstanding teaching in Years 1 and 2 means pupils in these years make good progress.
- Good teaching in the nursery means children make a good start at the school.
- Pupils enjoy school and behave well. They feel safe in school and take an active part in the local community.
- Good support helps pupils who attend the special unit for moderate learning difficulties do as well as other pupils.
- Disabled pupils and those who have special educational needs make good progress because teachers know what they need to do to help them to improve.

## Information about this inspection

- Inspectors observed teaching in all classes. They visited 14 lessons and went into every class to observe how disabled pupils and those who have special educational needs are supported. Two of these lessons were jointly observed with senior leaders from the school.
- The inspectors held discussions with pupils, teachers, the headteacher, the deputy headteacher, the literacy, numeracy and special needs leaders, most of the governing body and a local authority officer.
- Inspectors looked at a range of documents including the school improvement development plan, school data on pupils' progress, the recent pupil survey carried out by the school, records relating to performance management and the school's self-evaluation summary.
- The views of 19 parents were analysed through the Parent View website. A group of eight parents met with HMI. The views of 23 members of staff were analysed through the voluntary staff questionnaire.

## Inspection team

Julie Winyard, Lead inspector

Her Majesty's Inspector

Sa'ad Khaldi

Additional Inspector

## Full report

### Information about this school

- The school is slightly below average in size compared to similar schools nationally with a slightly higher proportion of girls than boys.
- Nearly all the pupils are of White British heritage and speak English as their first language. There are very few pupils from minority ethnic groups compared with similar schools of this size.
- A below-average proportion of the pupils are eligible for the pupil premium (additional funding for children in local authority care and those eligible for free school meals).
- The proportions of pupils supported at school action, school action plus and with a statement of special educational needs are above average. The school has specially resourced provision for pupils with moderate learning difficulties. These pupils are from other local schools. They return to their own school when the teacher and other professionals agree this is appropriate.
- This is a new school which opened in September 2011, following the amalgamation of a first and a junior school. It is housed on two sites about a mile apart.
- There are no data for 2011 to check the school's performance against the floor standard. This sets the government's minimum expectations for pupils' attainment and progress.

### What does the school need to do to improve further?

- Improve teaching in Years 3, 4, and 5 so that all pupils make good or better progress by making sure that:
  - pupils take an active part in all lessons by sharing their ideas with each other as well as with the teacher
  - pupils' learning targets are more ambitious and motivate them to do their very best work
  - teachers' marking of pupils' writing is accurate and this information is used to plan the next lesson
  - teachers' written marking always explains what pupils have done well and what they must do next to improve their work.
- Improve the impact of school leaders on pupils' achievement and the quality of teaching by:
  - making sure that staff, governors, pupils and parents are asked for their views about what is good and what needs to be improved in the school and that this information is used to improve pupils' learning and achievement, especially in Key Stage 2
  - ensuring that the deputy headteacher and subject leaders observe lessons regularly so that they can help to more rapidly improve teaching and learning across the school
  - using performance management to check that teachers are setting targets for pupils that are challenging enough
  - improving communication with parents especially in Key Stage 2
  - ensuring that governors have a good understanding of how well pupils are getting on and how good teaching is so they can ask challenging questions and are more effective in helping the school to improve.
- Undertake an external review of governance in order to assess how it may be improved.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Pupils' progress in English and mathematics in Years 3 to 5 requires improvement because teaching in Years 3, 4 and 5 was not good enough last year. Teaching has improved this year in Years 4 and 5 but pupils have not yet caught up with where they should be compared to other pupils of their age nationally.
- Children start in the nursery with skills and abilities that are slightly below those expected for their age. Some have difficulty speaking clearly, or with understanding and following adults' instructions. Others find it hard to work and play with the other children.
- Children make good progress in the nursery because teaching is good. Their progress is slower in Reception because children experienced several changes of teacher last year. Pupils catch up rapidly in Years 1 and 2 due to outstanding teaching and by the end of Year 2 pupils do better than other children of their age in reading, writing and mathematics.
- Disabled pupils and pupils who have special educational needs make similar progress to other pupils in the school. This is because their needs are met through specific teaching programmes. The small group who receive help in the special unit often make good progress in their specific area of difficulty and are able to go back to their own schools.
- Pupils eligible for the pupil premium achieve in line with other pupils in the school. This is because money is used well to provide the right support to meet their needs. For example, additional support from other adults in the classroom helps children to begin to learn by themselves.

### The quality of teaching

### requires improvement

- Not enough teaching over time is good enough to ensure that all pupils do as well they can. Teachers are not always clear about what learning they expect children to achieve by the end of a session. As a result, some pupils do not make as much progress as they could.
- Teaching in Years 3 to 5 requires improvement because pupils do not make enough progress in lessons. This is because they have to sit and listen to the teacher for too long and some begin to lose interest. Not all pupils understand how to be successful in the lesson because this is not explained clearly. The teachers' marking of pupils' writing is not always accurate so pupils do not understand what to do next to improve their work.
- The school does not have a common approach to marking pupils' work. Consequently, not all teachers explain to pupils what is good or what they need to do next to improve their work.
- In Years 3 to 6 pupils' learning targets set by their teachers are not ambitious enough to help them make the progress they should.
- Teaching in the nursery is good and meets the needs of all the children. This is because the teacher accurately checks what each child can do and makes sure that those who need extra help are given this. One example of outstanding learning occurred when an adult had a long discussion with a child about why a worm was on the playground. By asking 'how' and 'why' questions, the adult skilfully helped the child to think deeply and explain their ideas carefully.

Teaching in the nursery is not yet outstanding because the teacher's plans do not make sure this approach to learning happens for all activities.

- Teaching in Years 1 and 2 is outstanding. Lessons are interesting and work is planned to meet every pupil's individual needs. Teachers make sure they work with all ability groups. This means that higher-ability pupils and pupils who need extra help make equally good, and sometimes outstanding, progress from their starting points. For example, in a Year 1 science lesson, higher-ability pupils were confident to label their drawing without any help.
- Teachers in Years 1 and 2 talk to each other a lot about how to make sure every pupil achieves their best. There is consistently outstanding teaching of reading and writing in both classes. As a result, by the end of Year 2, most pupils are fluent readers and confident writers.
- In good lessons in Years 3 to 6, teachers have good subject knowledge. They plan interesting activities that motivate and enthuse pupils so they make good progress. For example, in a Year 6 mathematics lesson pupils were very excited to show their knowledge of decimal fractions.
- Pupils are confident when using technology including computers. In Reception, children like taking photographs of models they have made.
- Other adults in lessons work well with pupils who need extra help. Teachers plan work for them and check that supported pupils are making progress during lessons.

### **The behaviour and safety of pupils** are good

- Pupils' behaviour in and around the school is good. They are polite and say everyone is kind to each other. There have been no exclusions since the school opened.
- Pupils are positive that they feel safe. They say there is very little bullying. They are confident that adults deal with this successfully.
- Teachers manage behaviour well in class, including in the special unit. Pupils have good attitudes to learning. They listen and concentrate well in most lessons.
- Pupils are very understanding about the problems some pupils in the special unit have. They welcome them into their classes and are kind and friendly towards them. Some parents expressed concern about bad behaviour and poor supervision at lunchtimes. Inspectors looked into this and found that communication of incidents is not as good as it should be. The school does not always inform parents about incidents where their children are involved and does not explain how these have been dealt with.
- Pupils are very aware of the possible dangers of the nearby railway line and busy road. They say teachers and visiting experts give them good advice and reminders about this.
- Behaviour is not yet outstanding because in lessons requiring improvement, pupils are not engaged in learning and do not always make the progress they should.

### **The leadership and management** requires improvement

- The headteacher and senior leaders have not taken enough rapid or decisive action to make sure that all pupils do as well as they can. This is because they have not asked staff, governors,

parents or pupils their views about what is working well in the school and what needs to be improved.

When senior leaders review teachers' performance, they do not check that teachers are setting targets for pupils that are challenging enough. As a result, some pupils do not make the progress they are capable of.

- Currently only the headteacher checks how well teaching helps pupils to learn. This means that subject leaders in the school do not have an overview of the strengths or what needs to be improved in their subjects. The deputy headteacher is teaching full-time so does not have time to work with the headteacher to help improve pupils' progress in Years 3 to 6.
- The leader for disabled pupils and those who have special educational needs is capable and experienced. She gives teachers good advice on how to meet the needs of these pupils and checks that they make the progress they should. The additional funds are used well for the pupils who are eligible for free school meals. They receive extra help and, as a result, they are doing as well as other pupils in the school.
- Teachers make sure that activities are interesting and pupils say they enjoy learning about the different topics planned for them. As pupils get older they are encouraged to take more responsibility and to work by themselves. This contributes to their good spiritual, moral and social development because they work well individually and in groups. They also take an active part in a variety of community projects including tree planting and raising money for charity.
- Pupils have a good understanding of different cultures and customs. This is due to the strong links the school has with schools abroad and through the range of visits and visitors the school organises for them.
- Parents are very happy with the information they receive from Early Years Foundation Stage and Year 1 and 2 teachers about how their children are getting on. They are concerned that communication is not good when their children move into Year 3. There is no opportunity for parents to come to Years 3 to 6 regularly to talk about their concerns or to express their views about how the school could improve.
- The local authority has given appropriate support to the school, especially for the Early Years Foundation Stage. It carefully monitors pupils' progress and has recently written to the governors requiring an action plan for improving achievement in Years 3 to 6 and the leadership and management of the school.
- **The governance of the school:**
  - Governors ensure that all statutory safeguarding requirements are met. However, they do not have a secure idea of what is expected of them. They have not asked for information about the quality of teaching and pupils' achievement soon enough. They have not provided sufficient challenge to the school.

## 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

|                                |         |
|--------------------------------|---------|
| <b>Unique reference number</b> | 136739  |
| <b>Local authority</b>         | Norfolk |
| <b>Inspection number</b>       | 400283  |

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

|  |                              |
|--|------------------------------|
| <b>Type of school</b>                      | Primary                      |
| <b>School category</b>                     | Community                    |
| <b>Age range of pupils</b>                 | 3–11                         |
| <b>Gender of pupils</b>                    | Mixed                        |
| <b>Number of pupils on the school roll</b> | 197                          |
| <b>Appropriate authority</b>               | The governing body           |
| <b>Chair</b>                               | Jane Bennett                 |
| <b>Headteacher</b>                         | Jan-Robert Tanner            |
| <b>Date of previous school inspection</b>  | N/A                          |
| <b>Telephone number</b>                    | 01603 712295                 |
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