

CfBT Inspection Services
Suite 22
West Lancs Investment Centre
Maple View
Skelmersdale
WN8 9TG

T 0300 1231231
Text Phone: 0161 6188524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T 01695 566862
Direct F 01695 729320
Direct email:
rcowley@cfbt.com



25 April 2013

Mrs Sarah Coleman
Lindale CofE Primary School
School Hill
Lindale
Grange-Over-Sands
Cumbria
LA11 6LE

Dear Mrs Coleman

Requires improvement monitoring inspection visit under section 8 of the Education Act 2005 to Lindale CofE Primary School, Cumbria

Following my visit to your school on 24 April 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report on the findings of my visit. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in January 2013.

Evidence

During the visit, meetings were held with the headteacher, mathematics subject leader, the chair of the governing body, members of the curriculum and standards committee and a representative of the local authority. Governing Body records and the school action plans were evaluated. I visited all classrooms, sampled pupils' written work, looked at pupil progress tracking and spoke with staff and pupils.

Context

There have been no further staffing changes, although the headteacher had only just started at the school when it was last inspected.

Main findings

Much has been achieved in a short period of time. The headteacher has secured a number of new systems and policies that had just been introduced at the time of the last inspection. These include more effective systems to check on pupils' progress and evaluate the effectiveness of teaching. The headteacher sets high expectations for pupils' achievement and provides strong leadership. Governors have a range of expertise and a good understanding of what needs to improve and how these improvements can be made.

The quality of action planning is excellent, setting out how areas requiring improvement will be addressed systematically and how success will be measured. The expectations of all staff and the desired impact on pupils' achievement are clear. Importantly, the plan is a working document which is used to inform regular review and is revised as necessary. Governors have a well-defined role in checking that actions are taking place as planned and making sure they are having the intended impact. Their discussions with pupils, learning walks and checks on pupils' progress provide them with a comprehensive understanding of what is working well and where changes are needed.

There are suitable plans to reorganise teaching so that pupils do not have so many different teachers in a week. This is an important step to promoting greater continuity in teaching and learning. Teaching is being improved through further training, including opportunities for teachers to work with colleagues in other schools. Pupils say they are enjoying their lessons more and they are keen to do their best.

Since the last inspection, the main focus has been on raising teachers' expectations of what pupils can achieve. The headteacher has observed lessons in all classes and given useful feedback on strengths and weaknesses in teaching. The tracking system gives a clear view of how well pupils are doing and alerts teachers to any pupils who are not making good progress. Pupil learning targets have been introduced in each class. These actions are supporting teachers to plan lessons with greater challenge and provide better support for pupils who are not doing as well as they should.

Writing is a priority for improvement and pupils are producing a greater range of writing appropriate to their ability. Their work is displayed around the school, providing good models of effective writing. However pupils' work in their books is not always as well presented because teachers' expectations are not clear enough. Marking is not sufficiently focused on helping pupils to improve their work or to progress to the next step.

The mathematics and literacy leaders are receiving appropriate support to help them check on the quality of teaching and evaluate pupils' progress. Links with local schools are providing them with opportunities to share effective practice and develop their leadership skills.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. Following the visit to the school, I recommend that further action is taken to:

- review the marking policy and make sure pupils are suitably guided to improve their work and move to the next steps in their learning.

Ofsted will continue to monitor the school until its next section 5 inspection.

External support

The local authority has provided good support, including training for all staff on what makes a good lesson. Specific support to subject leaders has helped them to develop their skills in checking pupils' progress and observing lessons.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Cumbria and as below.

Yours sincerely

Jean Olsson-Law

Her Majesty's Inspector

The letter should be copied to the following:

- Appropriate authority - Chair of the Governing Body/Interim Executive Board
- Local authority - (including where a school is an academy)
- the academy chain where relevant
- Diocese - for voluntary aided and voluntary controlled schools
- The Education Funding Agency (EFA) if the school has a sixth form
- The person or body responsible for appointing foundation governors if the school has a foundation
- The lead inspector.