

Ling Moor Primary Academy

Richmond Drive, North Hykeham, Lincoln, LN6 8QZ

Inspection dates 27–28 June 2013

Overall effectiveness	Previous inspection:	Not previously inspected
	This inspection:	Outstanding 1
Achievement of pupils	Outstanding	1
Quality of teaching	Outstanding	1
Behaviour and safety of pupils	Outstanding	1
Leadership and management	Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Achievement is outstanding. Pupils' attainment is well above average in English and mathematics, and they make rapid progress across a wide range of other subjects.
- The headteacher has created a team of staff and governors who work very effectively together to ensure that teaching continues to improve and pupils progress quickly.
- Excellent teaching in most lessons helps pupils to make rapid progress in their learning.
- Teachers show that they have very high expectations, both of their pupils and of themselves. They are particularly skilled at giving pupils work at just the right level of difficulty. Marking in English is particularly helpful in supporting high standards.
- During lessons, teachers continually check on pupils' progress to make sure they are all doing as well as possible.
- The school very effectively tracks the progress of each individual pupil throughout their time in the school.
- Pupils enjoy a wide range of interesting and engaging activities in all subjects and reach high standards, particularly in art and singing.
- Excellent relationships between pupils, and with the adults, are a cornerstone of the school's success.
- Pupils feel very safe in school, and they get on well with, and care for, each other in an exemplary manner.
- Pupils behave extremely well and have excellent attitudes to learning in lessons. They are polite and respectful to adults and their friends. They are very well prepared for the next stage in their education.
- Parents and carers are highly positive about the school.

Information about this inspection

- The inspectors observed 17 lessons taught by 10 teachers. Six of the lessons were observed jointly with senior leaders. Shorter visits were also made to six other lessons to see the impact of planned improvements to the quality of writing.
- The inspection team reviewed a range of documents, including the school's plans for improvement, records and procedures relating to the quality of teaching and staff training, records from meetings held by the governing body, and policies about keeping children safe.
- The team members also examined the work in children's books and on display around the school, and a range of data about their progress.
- The inspectors heard groups of children read and attended an assembly.
- Discussions were held with pupils, teachers, the headteacher, senior leaders and a large group of governors. The lead inspector also met with a representative of an external consultancy which has worked with the school.
- The views of 33 parents were analysed through the Parent View website. The inspectors also took account of comments made by parents they spoke to at the start of the school day and those who wrote to the inspection team. The results of the school's own most recent questionnaire to parents were also examined.
- The inspectors considered the views expressed in questionnaires by members of staff.

Inspection team

Joanne Sanchez-Thompson, Lead inspector	Additional Inspector
Kathleen Yates	Additional Inspector
Mike Williams	Additional Inspector

Full report

Information about this school

- The school is larger than the average primary school.
- The large majority of pupils are White British. Very few pupils speak English as an additional language.
- The proportions of disabled pupils and those who have special educational needs supported through school action, school action plus, or a statement of special educational needs are all below average.
- The proportion of pupils supported by the pupil premium is below average. In this school it applies to pupils who are known to be eligible for free school meals or have a parent in the armed forces.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress.
- Ling Moor Primary Academy converted to become an academy school on 1 September 2012. When its predecessor school, Ling Moor Primary School, was last inspected by Ofsted, it was judged to be good.
- A breakfast and after-school club runs on the school site, but it is managed privately and inspected separately.
- The school shares the site with a children's centre, which is also inspected separately.

What does the school need to do to improve further?

- Ensure that even more teaching is outstanding, by:
 - making sure that all staff have the opportunity to learn from the existing outstanding practice within the school
 - consistently sharing with pupils how to further improve and refine their literacy skills when marking writing in subjects other than English.

Inspection judgements

The achievement of pupils is outstanding

- Children start in Reception with a range of skills and knowledge that are broadly at the levels expected for their age. They make strong progress, and as a result standards are above average by the time they enter Key Stage 1.
- Pupils in Key Stage 1 acquire the skills of matching sounds and letters quickly and are able to sound out and read words with confidence. In the most recent Year 1 check on pupils' phonic skills (the ability to link letters and their sounds) standards exceeded the 2012 average.
- Pupils make rapid and sustained progress in all subjects across Key Stage 2, and standards in Year 6 are well above average in both English and mathematics. They tackle challenging problems with enthusiasm, whether working by themselves or with a partner, and share thoughts and ideas with confidence and eloquence. In a very well taught lesson in Years 5 and 6 where pupils discussed the ways they might react when faced with a dilemma, they were able to assess their own progress and talk in detail about what they needed to do to improve their work.
- Pupils' work shows high levels of achievement across a wide range of subjects. They grasp the many opportunities to practise their mathematical and literacy skills in different subjects, and this makes a very strong contribution to their excellent progress.
- The focus on reading has reaped benefits in improving pupils' skills further. Older pupils enjoy reading and read widely.
- Disabled pupils and those who have special educational needs achieve outstandingly well. Their progress is monitored closely, and teachers plan lesson activities carefully to meet their specific needs. Teaching assistants ask them probing questions and provide support sensitively to ensure that they feel confident to tackle challenging work.
- Boys and girls, and pupils from different backgrounds, all make similarly outstanding progress. The funding provided by the pupil premium is spent wisely on extra teaching time, support in lessons and one-to-one adult help to help develop pupils' attitudes and skills and so support their achievement. It is also spent on ensuring that pupils have access to a wide range of additional opportunities such as music tuition and visits. As a result, these pupils' standards in English and mathematics are similar to those of other pupils in the school.

The quality of teaching is outstanding

- Teachers set high standards for pupils and for themselves, and are constantly looking for ways to improve their teaching. A key strength of many lessons is the rapid pace of learning, which is enhanced by high-quality use of technology. Teachers and teaching assistants monitor pupils' progress very closely during each lesson, so they can quickly see if anyone is not keeping up and intervene swiftly to help them understand.
- Teachers plan lessons most thoroughly to make sure work is set at just the right level. Pupils are asked frequently during lessons to assess their own understanding and progress, using clear criteria. They are familiar with the process of reflecting on their work, and can clearly express how well they are learning and how confident they feel.

- Teachers use a wide range of innovative strategies, such as drama techniques, in lessons to give pupils extensive opportunities to think and to discuss their ideas together. As a result, they have excellent speaking, listening and collaborative skills. This has supported the major improvements to writing standards as pupils have talked in detail about what and how they will write before they begin.
- Teaching for Reception children is very effective. Children enjoy the opportunities to choose activities and equipment and work together confidently. They are very well supported as they develop early writing skills, as seen when they read about *The Three Bears*, discussed the story and sequenced events before putting pen to paper.
- Teachers have high levels of subject knowledge and use these to excellent effect. In a highly effective example in a mathematics lesson, pupils in Years 5 and 6 were asked to develop their logical thinking to plan all elements of a football tournament. They used a range of strategies to organise their thinking, and quickly developed successful systems to plan their tournament.
- The many high-quality displays of pupils' work in classrooms and throughout the school reflect the wide range of subjects taught, and the pride that adults and pupils clearly take in their work. There is a stimulating and inspirational atmosphere for learning across the whole school.
- Where teaching is good rather than outstanding, the pace of learning is not as fast and activities are not as finely pitched to pupils' individual needs. As a result pupils' progress, while good, is slightly less rapid.
- Teachers mark work regularly and thoroughly, giving clear comments which pupils say help them to improve it. Pupils' books in all subjects reflect very high expectations of quality and presentation. However, marking of books in subjects other than literacy does not always pick up on errors in spelling and punctuation.

The behaviour and safety of pupils are outstanding

- Pupils are very enthusiastic learners and respond very well to the exciting and interesting activities their teachers plan for them. They listen attentively, contribute thoughtfully and concentrate hard. They understand how to evaluate their own work and identify what they need to improve. They cooperate extremely well in pairs and small groups but also show very high levels of application when working alone, as seen in the 'Exciting Writing' lessons.
- Pupils, staff and parents are very positive about behaviour. All staff have very high expectations and a consistent approach to behaviour that pupils appreciate. As a result, behaviour in and around the school is often exemplary. Pupils who may have more challenging behaviour are supported effectively to make good choices. Pupils say, 'We behave well in lessons and in the playground.'
- Pupils take care of each other very well at this happy school. They say, 'It is a friendly place.' Relationships are excellent and the environment is harmonious. Pupils attend school regularly and are punctual. There have been no exclusions.
- Pupils have a very secure understanding of different kinds of bullying as a result of activities and discussions they undertake in class and in assemblies. Although they say there is no bullying, they are confident that if there were, adults would deal with it quickly.

- Pupils feel extremely safe in school and can explain why. They understand how to keep themselves and others safe, including when using new technologies such as social networking sites on the internet.

The leadership and management are outstanding

- The headteacher has worked very closely with senior leaders and the governing body to establish a highly effective staff team that has a common approach and clear priorities. They have an excellent understanding of the strengths and weaknesses of the school and develop precise action plans to support further improvement.
- Careful and rigorous tracking of the progress of individual pupils and groups has enabled the school to quickly identify any pupils who are not doing as well as they should and ensure they receive extra help to catch up.
- A key element has been improving the quality of teaching so that all pupils make increasingly rapid progress. The thorough arrangements for monitoring teachers' performance are linked very closely to their challenging individual targets for improvement, which take account of pupils' progress as well as wider school priorities and individual staff needs. These needs are very effectively identified, and addressed with appropriate training. Staff have the opportunity to observe each other teaching and share best practice and the school has quite rightly identified that phonics is one area of focus for these observations.
- Staff fully support the headteacher's aims for the school. Subject leaders are fully involved in checking on the impact of teaching in their subject and developing plans for improvement. They do this with close involvement of governors.
- Leaders and governors ensure that excellent use is made of the pupil premium money to help eligible pupils achieve well academically and to take part in all aspects of school life, such as learning musical instruments.
- The school works very well with parents. The vast majority say that the school keeps them well informed and responds well to any concerns they raise. Parents who spoke with inspectors were very enthusiastic about their child's experience at the school.
- Partnerships with other local schools are used very well to enhance pupils' experiences and to provide training opportunities for staff. The school has also arranged support and training from an external consultancy, and this has been useful in informing its evaluation of its effectiveness.
- Pupils enjoy a rich variety of exciting and interesting experiences that promote their spiritual, social, moral and cultural development extremely well. These include trips to places of interest, such as the Holocaust Museum, which stimulate pupils' thinking about the lives of others and broaden their horizons. They are also encouraged to reflect deeply upon important questions in philosophy sessions. Pupils have access to a wide range of after-school activities, such as the excellent choir, which further develop their enjoyment and commitment to school life.
- **The governance of the school:**
 - The governors are extremely committed to the school and ambitious for its continued success. The expertise of individual governors is used very effectively to lead relevant committees. They have an excellent understanding of the school's performance data, finance and the requirements of academy status. Governors are a visible presence within school. They work very closely with subject leaders and make termly visits to discuss actions plans and progress.

Governors talk knowledgeably about how the pupil premium is spent and the impact it has had. They receive comprehensive reports about the quality of teaching, as well as gaining first-hand experience by observing lessons and looking at pupils' work, and use this information to help them make decisions relating to staff pay rises and promotion. Governors have received appropriate training and have the necessary skills and expertise to carry out their roles, including that of ensuring that safeguarding requirements are fully met.

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	138748
Local authority	Lincolnshire
Inspection number	409380

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

Type of school	Academy converter
School category	Non-maintained
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	315
Appropriate authority	The governing body
Chair	Paula Hughes
Headteacher	Jill Marston
Date of previous school inspection	Not previously inspected
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