

# Lincewood Primary School

Berry Lane, Langdon Hills, Basildon, SS16 6AZ

## Inspection dates

5–6 November 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
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' achievement is improving but it is not yet consistently good over time across all year groups and subjects. Until recently, standards in English have been too low.
- The quality of teaching is not yet good enough to ensure all pupils reach the standards they are capable of in lessons.
- Teachers do not take full account of the differences in pupils' abilities to plan work which is at the right level for them.
- Time is not always used well to allow pupils to tackle problems independently and this slows their progress.
- Teachers do not always have high enough expectations of pupils or ensure that older pupils know how to reach the National Curriculum levels of attainment they are working towards.
- Marking does not always show pupils how to improve their work and teachers do not provide sufficient time for pupils to correct their work.
- Leaders do not use information on pupils' progress sufficiently well to quickly identify and help pupils who fall behind.
- Subject leaders do not have sufficient opportunities to monitor the quality of teaching and ensure greater consistency across all subjects.

### The school has the following strengths

- Leaders and governors are committed to improvement and recent initiatives are rapidly raising achievement and improving teaching and pupils' attendance.
- The school promotes a strong sense of community. Hence, pupils are happy, feel safe, and have positive attitudes to learning.
- Teaching assistants make a good contribution to the learning of disabled pupils and those who have special educational needs.
- Inspiring teaching in Reception ensures that children make rapid progress, particularly in reading.
- Pupils' behaviour is good. They benefit from a range of sporting, social and cultural experiences, enhanced by the school's excellent facilities and inspiring indoor and outdoor environment.
- The school offers a range of ways for parents to support their children's learning.

## Information about this inspection

- The inspectors observed 18 lessons, including groups who were being given extra help. Three lessons were seen together with the headteacher or deputy headteacher. In addition, the inspectors visited assemblies and made a number of short visits to lessons and learning areas.
- Separate meetings were conducted with governors, staff, senior leaders, and two groups of pupils. A discussion was held with an adviser from the local authority. The inspectors talked to pupils during lessons, listened to pupils read and scrutinised samples of their work.
- The 66 responses to the online questionnaire (Parent View) and the results of the school's own surveys of parents' views were taken into account. The views of several parents who communicated with the inspectors during the inspection were also taken into consideration.
- The inspectors took account of the 27 responses to the staff questionnaire.
- A number of documents were reviewed. These included the school's improvement plan, its self-evaluation report, information about pupils' current progress, arrangements for safeguarding and records of pupils' behaviour and attendance. Reports from the local authority about the school's effectiveness were also examined.

## Inspection team

Cathy Morgan, Lead inspector

Additional Inspector

Jane Richmond

Additional Inspector

Piers Ranger

Additional Inspector

## Full report

### Information about this school

- The school is much larger than the average-sized primary school.
- There are two classes in each year group.
- Almost all pupils are of White British heritage.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average. The proportion supported at school action plus or with a statement of special educational needs is also below average.
- The proportion of pupils eligible for the pupil premium is below average. The pupil premium is additional funding for pupils known to be eligible for free school meals, children who are looked after by the local authority and other groups.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress in English and mathematics.
- During the inspection major building work was about to be completed.

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

- Improve the quality of teaching so that it is consistently good or better by making sure:
  - teachers have high expectations of what pupils should achieve by the end of the lesson
  - pupils are aware of their individual targets and the levels of attainment they are working towards
  - work is well matched to all pupils, whatever their ability, to enable them to reach the standards they are capable of in lessons
  - pupils have more chances to work independently to solve interesting problems for themselves
  - teachers' marking always tells pupils precisely how to improve their work, and they have sufficient time to make the necessary corrections.
- Improve leadership and management to accelerate the rate of improvement by:
  - involving subject leaders in checking and improving the quality of teaching
  - using information on pupils' progress more effectively to more quickly identify and help pupils who fall behind.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Achievement requires improvement because pupils do not make fast enough progress in all classes. Standards at the end of Year 2 and Year 6 have improved overall since the time of the last inspection. However, in 2011 and 2012, standards dipped to significantly below the national average in English, and too few pupils attained the highest standards in English and mathematics.
- The implementation of well-targeted extra support, together with good teaching of smaller groups in Years 5 and 6, quickly ensured that pupils in these year groups made rapid progress in 2013. Standards at the end of Key Stage 1 are now broadly average and pupils' attainment is higher than expected in reading at the end of Key Stage 2.
- In some classes, pupils make slow progress and do not reach the standards they are capable of because tasks are not planned at the right level for pupils of different abilities.
- Teachers do not make sure that pupils in Key Stage 2 are aware of their individual targets, and pupils do not always know how to reach the National Curriculum levels of attainment they are working towards.
- Children usually join the Reception class with skills and knowledge that are typically below those expected for their age. They settle quickly into school and make rapid progress because of highly effective planning, careful guidance and inspirational teaching.
- Staff have been trained well in the effective teaching of reading skills. Standards in reading are improving across the school and pupils are confident readers. Children thoroughly enjoy learning phonics (the sounds that letters make) and a high proportion of pupils reached the expected standards in the national screening checks at the end of Year 1 in both 2012 and 2013.
- An improved focus on disabled pupils and those with special educational needs ensures that they now make good progress in writing and mathematics. They make slower progress to reach expected levels in reading.
- Pupils have equality of opportunity to learn. Checks on pupils' progress show that those who benefit from the pupil premium funding attain similar standards to similar pupils nationally in reading, writing and mathematics. A higher proportion of this group of pupils makes more than expected progress in reading. Their progress is below their classmates in writing and mathematics however. Attainment was about two terms behind that of their classmates in English and three terms behind in mathematics in 2013. The recent employment of qualified teachers to provide well-tailored additional support for these pupils is proving to be successful.

### The quality of teaching

### requires improvement

- Teaching requires improvement because it is not consistently good enough to make sure all pupils make the best possible progress to reach the standards they are capable of in lessons.
- In some lessons, teachers do not have high enough expectations of pupils or provide enough time for them to work on difficult problems by themselves. Teachers do not always pay enough attention to what pupils of different ability levels should achieve by the end of lessons. In some cases, all pupils do the same task. As a result, for some pupils, the work is too hard and for others, it is too easy.

- Inconsistencies in the quality of marking prevent pupils from always knowing precisely how to improve their work. Teachers do not routinely set targets for pupils to work towards or give them sufficient time to edit and correct their work.
- There are clear signs of recent improvements in teaching and several examples of good and outstanding teaching were seen during the inspection. Teachers make effective use of 'working walls' to enable pupils to correct their misunderstandings and extend their use of specialist vocabulary in English and mathematics. In an excellent intervention session, pupils in Year 2 made rapid progress in their writing because of the stimulating displays and 'forest' atmosphere created by the enthusiastic and highly skilled teacher.
- Teaching assistants are used effectively for both in-class and small-group support. They make a good contribution to the learning of disabled pupils and those who have special educational needs.
- Reception-aged children benefit greatly from the imaginative planning of staff who provide a stimulating range of resources and activities both inside and outdoors. A good balance between tasks children choose for themselves and those that are adult-led, ensures that children quickly acquire literacy and numeracy skills through creative play.

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

- The school promotes a strong sense of community and a calm and purposeful atmosphere for learning. Pupils are courteous to each other and all adults when in lessons or moving around the school. They told the inspectors that behaviour is good, and parents who responded to the online questionnaire or met the inspectors agreed with this.
- During lessons, at lunch and playtimes, pupils cooperate and are very conscientious. Attitudes to learning are good, even in the weaker lessons. In discussions, pupils say that they feel well respected and listened to by adults who respond well to any suggestions which members of the student council make. Pupils enjoy taking on additional responsibilities such as their roles as corporals, house captains and vice-captains.
- The school has effective procedures for promoting good behaviour that staff use consistently well. Relationships between teachers and pupils are positive. Pupils say that there is no bullying but that, if any happened, they know the school would deal with it very quickly.
- Pupils feel safe in school and know that they can use their class 'worry box' or talk to any member of staff if they have a problem. The school has visitors who talk with the pupils about how to keep themselves safe, both inside and outside school.
- Pupils benefit from good promotion of their spiritual, moral, social and cultural development. They say they enjoy new experiences and learning about others. They are rightly proud of their swimming pool, astro-turf and their success in sporting competitions and the county mathematics challenge.
- The school has worked hard to raise attendance, which has been low in previous years. So far, this term, attendance rates are above the 2012–13 national average. Pupils are punctual to school and lessons.

## The leadership and management requires improvement

- Leadership and management require improvement because pupils' achievement and the quality of teaching are not yet good. The school's view of its own performance is over-generous, but appropriate priorities have been identified to raise achievement.
- Subject leaders do not have sufficient opportunities to monitor the quality of teaching and ensure greater consistency across all subjects. They have monitored planning but have not carried out many observations of teaching and its impact on learning and pupils' progress. The result is that some possibilities for improving progress have not been identified; for example, ensuring that all pupils understand their targets and how to achieve them.
- Leaders recognise that they do not use information on pupils' progress sufficiently well to quickly identify and help pupils who fall behind. Although relatively new, the checks that are now made on pupils' progress are making a difference to the quality of teaching because they are enabling teachers to provide more effective and timely intervention for targeted pupils.
- The headteacher and deputy headteacher are actively involved in bringing about improvement and staff work effectively as a team. The school's action plan is having a positive effect on improving teaching and learning, and boosting progress. Staff respond positively to the increasing opportunities for professional development which matches the school's needs. The positive responses from staff questionnaires indicate they feel supported in their work.
- Leaders provide effective arrangements for children starting in the Reception class and make sure parents and children are well prepared. There are good daily links with parents and the school offers a range of ways for them to support their children's learning.
- Staff performance is managed well. School and personal targets are set and the level of support needed to reach those targets is then discussed. Reviews of performance tackle weaknesses and recognise and reward improvements in teaching.
- The school's safeguarding policies and procedures meet requirements. As building is taking place on the site, rigorous risk assessments have been carried out and everyone is clear about safety procedures.
- The school provides an interesting and well-balanced curriculum, which includes a range of appropriate topics, and a range of sporting, social and cultural experiences, enhanced by the school's excellent facilities and inspiring indoor and outdoor environment. The teaching of physical education is being enhanced through the new funding, which is providing specialist coaches to help train staff and give pupils expert tuition.
- The local authority has provided support to the headteacher, who is a local leader of education. However, their assessment of the school does not accurately identify its strengths and areas for development.
- **The governance of the school:**
  - The governing body understands the strengths of the school and what is needed to improve it. Governors understand data about pupils' achievement and raise questions relating to the progress of pupils. Their ability to challenge and support the school is strengthened by regular visits to the school to monitor what goes on. They have a good understanding of how the pupil premium funding is spent and its impact on the progress of eligible pupils. Effective systems are in place to check on the performance of staff, including the headteacher, and governors ensure that pay awards are accurately linked to the quality of teaching. Governors

ensure that safeguarding systems meet requirements. Checks on the suitability of staff are thorough. Training to ensure effective support and protection for pupils is up to date.

## 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>	134022
<b>Local authority</b>	Essex
<b>Inspection number</b>	413000
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	414
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Stuart Hayter
<b>Headteacher</b>	Tim Eastwell
<b>Date of previous school inspection</b>	28 April 2009
<b>Telephone number</b>	01268 412888
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