

Scotton Lingerfield Community Primary School

Market Flat Lane, Lingerfield, Knaresborough, North Yorkshire, HG5 9JA

Inspection dates 13 and 18 November 2013

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|--------------------------------|----------------------|-------------|----------|
| Overall effectiveness | Previous inspection: | Good | 2 |
| | This inspection: | Good | 2 |
| Achievement of pupils | | Good | 2 |
| Quality of teaching | | Good | 2 |
| Behaviour and safety of pupils | | Good | 2 |
| Leadership and management | | Good | 2 |

Summary of key findings for parents and pupils

This is a good school.

- Pupils in all key stages make good progress and achieve well from their starting points. A large proportion leave school having reached standards that are above those expected nationally.
- Teaching and learning are good and some teaching is outstanding.
- Teachers have a positive impact because pupils are given work and provided with comments from marking that enable them to improve their skills at a good rate, including the most able pupils.
- Pupils are well behaved and feel safe. They are confident and enthusiastic learners. They cooperate well with each other and staff and this leads to a calm environment around the school and to purposeful lessons.
- Attendance levels are high and have been consistently so over a sustained period of time.
- The curriculum ensures that pupils' different needs are very effectively met and takes good account of the ages and abilities in the mixed year-group classes.
- The headteacher provides a clear direction for improvement. Staff receive strong support for their professional development through training. As a result, the quality of teaching and pupils' achievement has improved well since the last inspection. The school is well placed to continue to develop.
- The governing body are passionate about the school and through close contact with the staff effectively hold the school to account.

It is not yet an outstanding school because

- Occasionally, teachers and teaching assistants sometimes do not respond effectively when pupils indicate that they have not fully understood their learning.
- Teachers do not always allow pupils to move onto the next tasks quickly enough when they have understood what they need to.
- Leaders and governors do not always analyse data about pupils' progress sharply enough to precisely identify where achievement can speed up even further.

Information about this inspection

- The inspector observed nine lessons including parts of lessons. All full-time teachers were observed at least once. One lesson was observed jointly with the headteacher.
- The inspector met with staff, pupils and parents. He held a meeting with the Chair of the Governing Body and two other governors. He met a representative from the local authority.
- The inspector took into account 10 staff questionnaires. He looked at information from previous surveys carried out by the school to gather views of parents. Thirty five responses to the on-line questionnaire (Parent View) were also considered.
- The inspector talked with pupils in the playground and classrooms and held discussions with pupils in Key Stage 2. He listened to pupils read and observed them moving around inside and outside the school at different times of the day.
- He observed the school's work and considered a number of documents, including the school's safeguarding arrangements, evaluation of its own performance, its improvement plan and minutes from governing body meetings.
- The inspection took place over two days, however, these were not consecutive days due to exceptional and unforeseen circumstances at the school.

Inspection team

Jonathan Woodyatt, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is much smaller than the average sized primary school.
- The very large majority of pupils are of White British heritage.
- The proportion of pupils supported through school action is much higher than average. The proportion supported at school action plus or with a statement of special educational needs is much lower than average.
- The proportion of pupils known to be eligible for the pupil premium funding is much lower than average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.
- The proportion of pupils joining and leaving the school outside normal times is much higher than average.
- There are considerable differences in the size of groups entering the school each year. As a result, the school organises pupils into mixed year group classes.
- The school is a member of the Harrogate and Rural Teaching Schools Alliance (HARTS).
- A new extension to the building, replacing the existing pre-fabricated classrooms, took one term to construct and was completed early in 2013.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching in order to further accelerate pupils' progress, by ensuring that:
 - teachers and assistants always respond to the pupils who indicate that they have not understood what was being taught in lessons
 - teachers always move pupils onto the next activities quickly when they have understood what they need to know.
- School leaders and the governing body analyse data about pupils' progress more robustly so that they identify more precisely where progress can speed up even further.

Inspection judgements

The achievement of pupils is good

- Pupils' achievement is good overall. By the time they leave the school, many have made good progress and reach above average standards. A trend in improving standards is evident across the school because progress is accelerating.
- Most children start in the Reception class with skills that are typically similar to those expected for their age, though a small minority are working below expected levels. Children make good progress in the Early Years Foundation Stage because the teaching is good. They enter Key Stage 1 well prepared for learning, particularly in their physical development, understanding of the world and being imaginative.
- Observations of lessons along with a scrutiny of pupils' work in their books shows clearly that pupils are making good progress over time throughout Key Stages 1 and 2. This is as a result of the good and outstanding teaching and shows in the good amount, quality and diversity of work completed. Pupils' skills, including those of the most able, through different year groups build effectively on what they already know and can do.
- Pupils reading skills are good. Younger pupils tackle new and unfamiliar words well because they have a good understanding of letters and their sounds to help them. Older pupils enjoy reading a good range of fiction and non-fiction books for pleasure and information. The proportion of pupils that reach the higher Level 5 by the end of Year 6 is higher than do so nationally.
- Pupils who join or leave the school in the different stages are helped to settle quickly and appropriate support from adults, including specially targeted support from teaching assistants helps them to catch up if they are behind. These pupils make good progress from their different starting points during their time in the school, however, sometimes pupils are not in the school for long enough and do not have enough time to reach the levels expected.
- Disabled pupils and those with special educational needs are well provided for by highly skilled and committed staff. As a result of effective teaching and support to meet their varying needs, they are able to make good progress from their different starting points.
- Generally, those pupils known to be eligible for the pupil premium make the same progress as other pupils in school. Year by year the numbers are so small as to make comparison with the attainment of other pupils in school statistically meaningless.

The quality of teaching is good

- All the teaching observed during the inspection was of good quality and some was outstanding. A scrutiny of the work in pupils' books and the school's records of the checks made on teaching indicate that teaching is typically good and improving.
- Where teaching is outstanding, the lessons are very well planned and provide ongoing opportunities ongoing for all pupils, including the most able, to fully take part in learning activities. In a mixed Years 3 and 4 mathematics lesson, for example, different groups of pupils excitedly investigated a variety of shapes using a wide range of resources, such as models or pictures, which they studied very carefully.
- Teaching in the Early Years Foundation Stage is good overall. It develops children's imaginations particularly effectively. Even the inspector was asked, by the children, to find the treasure that had been hidden by a child as part of a treasure hunt game created by a group of children, while dressed up as pirates.
- Pupils say that teachers really care about them. This reflects in the good relationships evident throughout the school. Pupils are clearly enthusiastic about their learning, are keen to take part in lessons and display positive attitudes.
- Teaching is improving further as a result of staff training. Teachers' expertise and subject knowledge in reading and writing for example, has been strengthened and, as a result, teachers provide pupils with work that is well particularly well suited to their different learning needs and

abilities. Pupils told the inspector about all the reading that they do both during lessons and at home, which is evident in their reading records.

- Marking of work in pupils' books is carried out regularly. Teachers provide very helpful comments and this ensures that pupils have a good understanding of what they need to do to improve.
- Teachers generally have a clear understanding of the progress that pupils are making in lessons, questioning pupils carefully to check that they understand what they are learning. Occasionally however, when pupils indicate that they have not fully understood, teachers and teaching assistants miss opportunities to respond and provide additional support.
- Teachers use a wide range of strategies to ensure that pupils of different ages in the mixed-ability classes can learn at the levels that suit them best. Sometimes, pupils who have quickly understood have to wait for others to catch up before they are able to move onto the next tasks and this sometimes slows their progress.

The behaviour and safety of pupils are good

- Around the school, there is a noticeably calm and purposeful atmosphere because staff, parents and pupils work very well together. This ensures that pupils are highly engaged so that effective learning regularly takes place.
- Pupils are friendly and welcoming. They have good relationships with each other and cooperate well in the many opportunities that they have to work together in lessons.
- Pupils say that they feel safe in school and that the site is very secure. In conversation with the inspector, pupils said that they are aware of how to keep themselves safe if they were being bullied and know how to stay safe when using computers.
- Attendance levels are high. Pupils are consistently punctual to their lessons. Leaders continuously encourage pupils and parents to maintain high levels of attendance so that their learning continues to improve.
- Pupils understand the school's behaviour system very well and are clear about the rewards and consequences of any misbehaviour. Pupils say that they are motivated by the different rewards, such as 'house points', and work hard to earn the chance to have 'Golden Time'. Evidence from the school's records shows that no pupils have been excluded and this has been the case for a number of years.
- The vast majority of pupils behave well in lessons, at break and at lunchtimes. Although a very small minority of pupils have difficulty in meeting the school's high expectations of their conduct, the school successfully helps them to do so by providing good support from adults. Inspection evidence from staff, parents and pupils supports this view.

The leadership and management are good

- The headteacher's clear vision and drive for high achievement is fully shared by all staff, governing body and parents. There is a continuous pursuit of high standards and the school continues to build on strengths seen at the last inspection.
- The headteacher and governors have ensured that the curriculum provides exceptionally well for the needs of all pupils, including those who join at different times, those with special educational needs and the mixed year-group classes. This reflects the school's strong commitment to equality of opportunity and ensuring that no pupil is discriminated against. Parents commented on how well prepared their older children are to successfully move on to the next stage of their education.
- The headteacher has established clear plans to raise standards even further. She has effectively focussed resources on areas identified for improvement, such as providing training to further increase the skills of staff. She plays an active role in the Harrogate and Rural Teaching Schools Alliance (HARTS) which provides opportunities for increasing the skills of staff through their

training programmes.

- A wide range of opportunities are provided for pupils to develop their spiritual, moral, social and cultural understanding. For example, pupils in Key Stage 2 recently visited London in order to sing at the Royal Albert Hall. Work in their books and saying 'thanks' for their food enhanced their appreciation of different beliefs.
- The headteacher played a significant role in ensuring that the new building was completed on time and successfully in minimised any disruption to learning. The school is well placed to make the most of this resource because the leaders have managed the finances well.
- Leaders gather a wide range of information to help them understand how well pupils are doing. However, this information is not always analysed rigorously enough to provide the school with the clearest picture of which pupils are not progressing as rapidly as they should.
- The school receives good support from the local authority. They provide up to three visits to the school over the year. They have a clear understanding of the performance of the school and recognise that the headteacher plays an active role in HARTS.
- **The governance of the school:**
 - The governing body plays a very active role in supporting parents, leaders and staff at the school. Governors visit the school often and are fully aware of its performance, including about the quality of teaching and the school's effectiveness. While they know how well pupils are doing, including how well pupils perform in comparison with other schools, they sometimes do not have enough information to be precisely clear about where further improvements can be made. Governors appropriately decide whether teachers and staff should be rewarded with salary increases and set and review targets for the headteacher. They identify that the school is using the pupil premium funding appropriately in order to raise standards for those pupils eligible for such funding. The governors manage the school's finances well, for example, they have been able to complete the building works. They have used about half of the funds from the new Primary School Sport funding to join a local schools sports partnership. This is helping to provide pupils with more opportunities to enter competitions. The governing body is clear about their statutory duties, including ensuring that the school fully meets its duties to safeguard pupils.

What inspection judgements mean

| School | | |
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| 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

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| Unique reference number | 121413 |
| Local authority | North Yorkshire |
| Inspection number | 425997 |

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

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 73 |
| Appropriate authority | The governing body |
| Chair | Sarah Francis |
| Headteacher | Michelle Moore |
| Date of previous school inspection | 10 February 2011 |
| Telephone number | 01423 862209 |
| Fax number | 01423 863434 |
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