

Linby-cum-Papplewick CofE (VA) Primary School

Quarry Lane, Linby, Nottingham, NG15 8GA

Inspection dates

9–10 January 2014

Overall effectiveness	Previous inspection:	Good	2
	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 which requires improvement. It is not yet good because

- Not enough pupils make good progress in Key Stage 2, particularly in mathematics. Some pupils do not reach the levels they are capable of, especially the most able.
- Teaching requires improvement in Key Stage 2. In some lessons teachers do not make good use of the time available, and this reduces the amount of work pupils are able to complete.
- Teachers in Key Stage 2 do not mark pupils' books often enough, especially in lower Key Stage 2, or provide specific guidance to show pupils how to improve their work.
- Subject leaders do not regularly check on the quality of teaching or use all of the information available about pupils' progress to improve and support teaching.
- Senior leaders do not rigorously track the progress made by groups of pupils in classes and subjects. As a result, governors are not fully aware of how well different groups are achieving across the school.

The school has the following strengths

- Standards at the end of Year 6 have risen since the previous inspection. They are now significantly above average in reading and writing.
- Children in the Reception class and pupils in Years 1 and 2 make good progress because teaching is good.
- Pupils feel safe and behave well around the school. They are polite and helpful.
- Parents have very positive views of the school and feel their children are happy, safe and cared for well.
- Pupils' spiritual, moral, social and cultural development is very well promoted.

Information about this inspection

- The inspector observed teaching in all classes. She saw nine part-lessons, four of which were jointly observed with the headteacher.
- Discussions were held with groups of pupils, members of the leadership team, the headteacher, and three members of the governing body. The inspector also spoke to a representative from the local authority by telephone.
- Inspectors took account of the 41 responses to the online questionnaire (Parent View) and letters submitted during the inspection. She also spoke informally to parents as they brought their children to school.
- Responses to the inspection questionnaire were received from eight staff, and their views were taken into account.
- The inspector listened to pupils read, spoke with them about their learning and reviewed the work in their books.
- The inspector reviewed a number of documents, including the school's checks on how well it is doing, the school improvement plan, data on pupils' current progress, leaders' reports following lesson observations, and records relating to behaviour, attendance and safeguarding.

Inspection team

Heather Simpson, Lead inspector

Additional Inspector

Full report

Information about this school

- This school is much smaller than the average-sized primary school.
- Pupils are taught in four classes in mixed-age groups.
- All pupils speak English as their first language and almost all are White British.
- 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 average.
- The proportion of pupils known to be eligible for the pupil premium is below the national average. This is additional government funding to help certain groups of pupils. At this school, it only applies to the very few pupils who are known to be eligible for free school meals.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress at the end of Year 6.

What does the school need to do to improve further?

- Improve the quality of teaching in Key Stage 2 in order to accelerate progress, especially in mathematics, by making sure that:
 - the most able pupils are quickly moved on to harder work in lessons, where appropriate
 - additional adults are used effectively throughout the lesson
 - expectations are raised for the most able pupils by entering them for higher level Year 6 tests if they are capable of working at this level
 - pupils' books are marked regularly with clear feedback to show pupils how to improve their work.
- Improve the effectiveness of leadership and management by:
 - developing the role of senior and subject leaders in regularly and rigorously checking the quality of teaching and its impact on pupils' progress in Key Stage 2, especially in mathematics
 - regularly tracking the progress of all classes and different groups of pupils in reading, writing and mathematics
 - providing this information to governors so that they are able to challenge leaders more effectively.

Inspection judgements

The achievement of pupils requires improvement

- While most pupils in Key Stage 2 achieve the progress expected of them, a few do not achieve well enough in reading or mathematics. Some of the school's most able pupils do not reach the levels they are capable of. For example, pupils who reached the higher levels at the end of Year 2 did not extend or build on these levels at the end of Year 6. In the last two years, no pupils have been entered into the higher level tests (Level 6) despite the fact that several pupils were achieving at the highest level (Level 3) at the end of Year 2.
- While standards at the end of Year 6 are broadly average, pupils' prior attainment was also average when they were in Year 2. This indicates that most pupils make expected progress rather than good progress. In 2013, most groups in Year 6 underachieved in mathematics.
- Progress slows significantly in lower Key Stage 2 but increases again in upper Key Stage 2. As a result, standards are rising in all subjects and reading and writing are now significantly above the national average. However, attainment in mathematics is average because pupils make steady rather than rapid progress across Key Stage 2.
- Children join the Reception class with skills and knowledge which are slightly below those expected for their age. They make good progress because adults plan a wide range of exciting and worthwhile activities both indoors and outdoors which develop their early skills. High quality care and support are provided and as a result, children get off to a rapid start in their first year. By the time they enter Year 1, most are working in line with national average.
- Pupils make good progress in Key Stage 1 and build effectively on the levels they achieve at the end of Reception. As a result, standards at the end of Key Stage 1 are above average. This is because work is set at the right levels for all groups of pupils and teachers consistently check on how well they are doing, both during lessons and when marking their books.
- Children get off to a good start in reading because it is taught well in Reception and developed well in Key Stage 1. As a result, most pupils reach the required levels. For example, in 2012, 78% of pupils reached the expected standard in the Year 1 reading check and by the time they reached Year 2 in 2013, 94% were reading at the expected level. Progress in reading in Key Stage 2 is now accelerating as a result of the whole-school focus on daily reading. All pupils enjoy reading and read a wide range of texts.
- Pupils' progress in writing is good across the school. This is because it is taught well and in most classes, pupils are given good advice on how to improve it. Pupils are taught to use joined-up handwriting from Reception. The proportion of pupils who reached the level required in the new spelling, punctuation and grammar test in 2013 was slightly above average.
- The small number of disabled pupils and those who have special educational needs make good progress in reading and writing but their progress in mathematics requires improvement. Additional teaching is more effective in reading and writing and helps pupils keep up with their classmates.
- Pupil premium funding is used to provide additional support in literacy and numeracy and to subsidise trips and clubs for the very few pupils who are known to be eligible for free school meals. The school's own information shows that they make at least similar progress to others in their class and sometimes better progress. There were no eligible Year 6 pupils in 2013 so it is

not possible to comment on the gap between their attainment and that of others in the school.

The quality of teaching

requires improvement

- Teaching is not yet consistently good in Key Stage 2, especially in lower Key Stage 2. In some lessons, pupils are kept waiting too long and teachers do not always allow those who understand at the outset to begin their work sooner, especially the most able. This reduces the amount of progress they make. Additionally, teaching assistants are not always used effectively during the introduction and end of lessons to support learning, as they watch the teacher rather than work with pupils.
- Teachers' marking in Key Stage 1 is very effective. In Key Stage 2, pupils' books are not always marked regularly, or checked carefully enough by the teacher if pupils have marked their own work. Some guidance in marking is not clear enough to show pupils how to improve their next piece of work.
- In the best lessons, teachers build on pupils' prior learning and extend their current skills and knowledge. Work is set for at least three different levels to meet pupils' individual needs. Teachers also check on progress throughout the lesson and provide individual encouragement and tuition. For example, in an outstandingly well taught physical education lesson for Reception children, the teacher had high expectations and gave specific guidance to each child. As a result, children's concentration levels were exceptionally high and their physical development in this lesson was excellent.
- Children in Reception make rapid progress because teachers plan activities which are exciting and develop their early skills. They ask questions skilfully to check children's understanding and extend their thinking. Adults guide and skilfully interact with children and expertly build on their interests. As a result, children are highly engaged in activities and quickly develop the ability to work on their own and make choices for themselves.
- Teaching assistants provide valuable additional support in literacy for pupils who have special educational needs. Pupils with specific difficulties, for example hearing impairment, receive excellent support and this helps them to achieve as well as other pupils in the school. This demonstrates the school's strong commitment to the promotion of equal opportunities.

The behaviour and safety of pupils

are good

- The behaviour of pupils is good. Pupils have positive attitudes to their learning and want to do well. They work hard during lessons and are keen to discuss their work.
- Behaviour in and around school is good. Pupils know the school rules, and the sanctions and rewards. All pupils are polite and well-mannered. Older pupils readily take on additional responsibilities, for example serving lunch to younger pupils and acting as 'helping hands' at playtimes.
- Pupils have a good level of understanding about the different types of bullying, including verbal, physical and cyber bullying. They do not feel that bullying is an issue in their school but say they know who to talk to if they feel upset and that any such issues are dealt with swiftly. Parents also feel that behaviour is good and that the school deals appropriately with any incidents that do happen.
- The school's work to keep pupils safe and secure is good. Pupils feel safe at school and parents

who expressed their views support this. Pupils know how to keep themselves safe and are aware of potential dangers, including using the internet.

- Leaders strongly promote pupils' spiritual, moral, social and cultural development. Pupils have time to reflect about their beliefs in assemblies, know the difference between right and wrong, and have a good level of understanding and appreciation about other cultures and beliefs. They treat each other and all adults with respect and work well together in lessons.
- Pupils enjoy coming to school and this is shown in their above-average attendance.

The leadership and management

requires improvement

- Senior leaders carry out checks on teaching, but these are not regular or rigorous enough and are not always focused on the progress pupils are making, especially in lower Key Stage 2. As a result, judgements of teaching are sometimes too generous because leaders have not taken sufficient account of the impact of teaching on pupils' quality of learning over time.
- The headteacher and all teachers track the progress that pupils are making, but they do not analyse this information each term or look at the progress made by different groups in different subjects. As a result, they cannot be sure of quickly providing additional support for those who most need it.
- Previous action plans have led to improvements in targeted areas, for example improving reading and writing.
- Leaders have demonstrated their capacity to improve the school through raising pupils' overall attainment by the end of Year 6 and improving the teaching of reading and writing through effective training.
- Annual targets are set for all teachers and these are linked to whole-school priorities and teachers' own personal development. Staff morale is high. All those who returned a questionnaire were proud to work at the school.
- Literacy and computing skills are particularly well developed through topic work. A wide variety of clubs, visits and visitors also provide memorable experiences for pupils, including a residential visit to an outdoor centre in upper Key Stage 2.
- Leaders are using the new primary school sport funding to pay specialist sports coaches to teach different sports and increase participation in competitive sport. This helps develop pupils' physical wellbeing. Already, more pupils are involved in sport and they are beginning to build up an impressive track record in cricket, basketball, hockey and swimming competitions. Staff members also observe or teach these sessions so that they will continue in the future.
- The local authority provides a small amount of support, such as moderating pupils' work in the Early Years Foundation Stage and Key Stage 1. It has carried out a recent, accurate review of achievement.
- **The governance of the school:**
 - Governors take part in regular training and their range of skills and expertise mean that they fulfil their statutory duties, for example in relation to finance and safeguarding. As a result, current safeguarding arrangements meet requirements. Governors have a developing view of

the quality of teaching and pupils' achievement as they meet regularly and some members visit classrooms. However, they do not receive enough information about the progress of all groups currently in the school to challenge leaders well about the school's overall and specific performance. They understand how the pupil premium is used to help the very small number of eligible pupils, but are not clear about its impact as this information has not been analysed and shared with them. Governors set targets for the headteacher and receive regular information about teachers' pay rises and promotion.

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	122807
Local authority	Nottinghamshire
Inspection number	431233

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	121
Appropriate authority	The governing body
Chair	Janet Brothwell
Headteacher	Domenico Conidi
Date of previous school inspection	17 June 2009
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