

Lindow Community Primary School

Upcast Lane, Wilmslow, Cheshire, SK9 6EH

Inspection dates 11–12 February 2014

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		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils' behaviour is outstanding. They are extremely keen to learn and are exceptionally proud to be members of their school.
- Care, guidance and support are exceptional. Pupils say they feel extremely safe in school.
- Teaching is good and improving, some is outstanding. As a result, from their varied starting points pupils make good progress.
- Pupils with hearing impairments achieve outstandingly well from their individual starting points because teachers are highly skilled in helping them to learn.
- The headteacher ensures that the school has a central place at the heart of the community and that it is well known and respected for its work.
- The school's senior leadership, teachers and all staff work tirelessly for the benefit of pupils. They are improving the quality of teaching and pupils' achievement. Standards by the end of Year 6 in reading writing and mathematics are rising.
- Governors are knowledgeable about the school's strengths and weaknesses. They effectively hold the school to account and are clear what the school needs to do to improve further.
- Pupils have access to an especially rich curriculum, which includes opportunities for them to play a variety of musical instruments. The school is well known within the community for its sporting excellence.
- Parents are overwhelmingly positive about all aspects of the school.

It is not yet an outstanding school because

- Standards in reading, writing and mathematics across the school are not as good as they could be.
- Not enough teaching is outstanding.
- Teachers do not always stretch pupils to achieve to the very best of their abilities, particularly the most able.
- The quality of marking of pupils' work is not always as good as it could be, and does not always indicate to pupils how they can take the next steps to improve their learning.

Information about this inspection

- Inspectors observed 14 lessons, including parts of lessons, as well as the teaching of small groups of pupils, one-to-one teaching and sessions aimed at helping pupils to learn to read through understanding the links between letters and the sounds they make (phonics).
- Inspectors listened to pupils read from Years 2, 3, 4, and 5, and held discussions with pupils from across the school. Pupils' work in their books was scrutinised during lessons.
- Inspectors took account of 75 responses to the online questionnaire (Parent View), as well as the school's own surveys of parents' views. Information gained from meetings with two different parents, informal discussions and a letter from a parent was also taken into account.
- Consideration was given to the responses from 22 members of staff who completed the inspection questionnaire, as well as the school's own surveys of teachers' and pupils' views.
- Two telephone conversations took place, one with a representative from the local authority school improvement service, the other with the school's education consultant.
- A meeting was held with five governors, including the Chair of the Governing Body.
- Various school documents were examined. These included minutes of the governing body's meetings, the school's development plan and review of its own performance, data on pupils' progress, external school evaluations, records of the school's checks on the quality of teaching, records of pupils' attendance, behaviour records and safeguarding documentation.

Inspection team

Lenford White, Lead inspector

Additional Inspector

Doreen Davenport

Additional Inspector

Full report

Information about this school

- This is a smaller than average-sized primary school.
- The proportion of pupils supported through school action is below the national average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is well above average.
- The school receives additional funding through the pupil premium for a small proportion of pupils. 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 from minority ethnic groups is below average, and few speak English as an additional language.
- Since the last inspection, the school has appointed a number of new teachers, including three newly qualified teachers, and governors. In 2012, the school's full refurbishment included additional teaching areas, meeting spaces and an outdoor covered area for children in the Reception class.
- The school meets the government's current floor standards which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school is well known for the work that it does with children who have hearing impairments and those who have a range of other special educational needs. As a result, many pupils are referred to the school part way through the school year. In addition, the school accepts other pupils throughout term times, who start with a broad range of abilities.
- The school runs a breakfast club. It also hosts a privately-run pre-school and after-school club, which are subject to a separate inspection.
- The school has a purpose built resource unit for pupils with hearing impairments which is currently over-subscribed.

What does the school need to do to improve further?

- Further raise the quality of teaching so that more is outstanding to increase pupils' progress and further raise standards in reading, writing and mathematics by:
 - ensuring that all lessons provide tasks and activities which stretch pupils to achieve to the very best of their abilities, particularly the most able
 - ensuring that marking always indicates to pupils how they can take the next steps in their learning, and that teachers always check to see that their advice is acted upon.

Inspection judgements

The achievement of pupils is good

- Children enter the Reception class with very varied starting points. Good teaching by well-qualified teachers and other adults together with exciting activities which capture children's interests ensures that all children make good progress and are well prepared for learning in Year 1.
- Given pupils' different starting points they achieve well. Progress across Key Stages 1 and 2 in reading writing and mathematics is getting better and standards are rising. In 2013, all groups of pupils made good progress. By the end of Year 6, standards were average. However, results in 2013 have to be viewed with caution, given the very small number of pupils in the year group.
- The teaching of phonics (letters and the sounds they make) has improved in recent years. The proportion of pupils who reached national expectations in the phonics screening check in 2013 was above average. Pupils are increasingly making at least good and sometimes better progress in reading because they are taught well and enjoy reading books from a wide range of authors, and take full advantage of their new library and reading facilities.
- The schools current data show that standards in mathematics are improving across all year-groups. This is because leaders have invested in the professional development of the mathematics coordinator who, in turn, has worked with staff to improve their practice in helping to improve pupils' calculation and problem-solving skills.
- Standards in writing across the school are improving, this is because teachers are providing more opportunities for pupils to write and length as part of the school's initiative to provide more opportunities for pupils to practise their writing skills across the curriculum.
- Increasingly teachers are setting challenging activities for the most able pupils, this is beginning to raise their achievement so that more are reaching their potential. The school's current data show that more pupils are on track to reach the higher levels in all subjects by the end of Year 6.
- Pupils with hearing impairments make outstanding progress in developing their numeracy and literacy skills. This is because of the highly-skilled teaching they receive from teachers and teaching assistants who have impeccable relationships with pupils, and very high expectations of what they can achieve.
- Pupils with special educational needs and disabilities are catered very well. Although data presents a varied picture for their attainment at the end of Key Stages 1 and 2 in 2013, their inclusion within all class-room activities and the extremely good care, guidance and support that they receive ensures that they make at least good progress from their individual starting points across all year-groups.
- Pupils entitled to support though the pupil premium, including those known to be eligible for free school meals, made good progress across all subjects in 2013, a high proportion did better than this in reading. Though the attainment gap between this group and their peers in the school in 2013 was approximately two terms, current school data show that this gap is rapidly closing.
- The school's current data and inspection evidence show that any gaps between boys and girls are no different to those found nationally. Pupils from minority ethnic groups and those who speak English as an additional language make good progress across the school. This is because leaders carefully monitor the progress of all groups of pupils, providing support, through small-group teaching activities, for example, exactly when it is needed. This shows that the school promotes equality of opportunity and effectively tackles all discrimination.

The quality of teaching is good

- The quality of teaching is good and improving. All teaching during the inspection was either good, or outstanding. Teachers create a positive climate for learning and provide work that stimulates pupils' interests.

- Teachers almost always challenge pupils to learn as much as they possibly can. This was exemplified in a fast-moving outstanding Year 6 mathematics lesson in which all pupils were stretched to their absolute limit. A great sense of tension and excitement was generated as pupils eagerly reduced fractions to their lowest terms. Help was available to those pupils who needed it but teachers and teaching assistants were very careful to ensure that pupils worked answers out for themselves.
- However, work and activities for pupils, particularly the most able, are not always this challenging. On occasion, pupils are not pushed hard enough, resulting in them not fully achieving to the best of their abilities.
- Teachers have exceptionally strong relationships with pupils and focus on catering for all aspects of their learning. This was observed in a one-to-one lesson in the hearing impaired unit where a pupil sequenced a number of different objects to represent different times of the day. Excellent questioning, and close attention to developing language and communication skills ensured that the pupil made rapid progress and enjoyed learning.
- Most teachers are careful to choose topics to help to develop pupils' understanding and knowledge of a range of subjects, including biology. This was the case in a good Year 4 English lesson where pupils made good progress while enjoying using words such as 'oesophagus' and 'duodenum', as they ordered blocks of text to show the journey of food from the mouth through the digestive system.
- Many pupils who spoke to inspectors indicated that one of the best things about their school was, 'the learning'. However, too few were able to say exactly what they need do to improve their learning.
- Teachers regularly give advice to pupils during lessons on how they can improve their work. However, this is not always reflected in their marking, which does not always indicate to pupils how they can take the next steps to improve their learning. When teachers do give advice to pupils on how to improve, they do not always ensure that this is acted upon and as a result, some opportunities to move learning forward are overlooked.

The behaviour and safety of pupils are outstanding

- Pupils are very respectful towards each other, members of staff and visitors. They enjoy being part of their fully inclusive school and relish all opportunities they have to take part in a vast array of extra-curricular sporting and musical activities for which they have gained local and regional recognition.
- Pupils are very keen to learn. They are attentive in class and work exceptionally well together. Those who spoke to inspectors said that one of the best things about their school is the care and help that they receive from their teachers.
- The behaviour of pupils is outstanding. Pupils' behaviour at break times, in corridors and around the school is exemplary. They enjoy taking on additional responsibilities, and older pupils display very mature attitudes when, for example 'buddying up' with younger pupils during lunch times,
- The overwhelming majority of parents who completed Parent View are of the opinion that behaviour is good. Those who completed the school's own surveys of parents' views say that behaviour is outstanding; inspectors are of the same view.
- Older pupils who spoke to inspectors said that bullying rarely if ever happens. The school's records confirm this.
- Pupils have a good knowledge and understanding of prejudice-based bullying and are adamant that no one is ever treated differently because of how they look, what they believe in or where they come from.
- The school's work to keep pupils safe and secure is outstanding. This was revealed through pupils', staff and parents' questionnaires. The school understands the importance of canvassing the opinions of all stake holders from all sections of the school community and is quick to act to improve safety when the need arises.
- Older pupils have a well-developed understanding of how to keep themselves when using the

internet. They know never to add people they do not know as friends on social networking sites and to check with parents before 'downloading any apps'. Pupils know that cyber bullying can occur on mobile phones, the internet and through on-line games. The school is currently working to develop their understanding of exactly how to report cyber-bullying if they fall victim to it.

- Younger children say that older children make them feel safe, as does the school security. All pupils know that they should only ever go home with a parent or someone they know, how to ride their bikes safely, and where best to cross roads.

The leadership and management are good

- Senior leaders give clear direction. They know how well the school is doing and what needs to be done to secure further improvement. Teachers and teaching assistants are exceptionally well trained, they fully subscribe to the school's motto of 'caring, learning and achieving together' and they know that the school's top priority is to ensure that all pupils reach their full potential.
- Leadership and management are not yet outstanding because although improving, leaders have yet to secure standards in reading, writing and mathematics that are as good as they could be, especially for the most able pupils.
- Parents are complimentary about the headteacher who they say is very 'hands-on', welcomes them into the school and 'immerses himself in all school activities'.
- Senior leaders regularly monitor the quality of teaching and ensure that teachers are well trained to carry out their responsibilities. Teachers informed inspectors that their professional development and opportunities to share best practice with their partnership schools is helping to improve their teaching practice.
- The school has no middle management team as such. However, those responsible for literacy, numeracy, special educational needs and the Early Years Foundation Stage, for example, are helping to further develop teachers' skills and raise standards through their clearly focused action plans.
- The school is known within the community and within the Wilmslow Education Partnership for its exemplary curriculum which promotes a love of learning. It covers a wide range of subjects and provides opportunities for sporting excellence.
- Pupils say that they are especially keen on themed weeks such as the 'Mantle of the Expert', when recently pupils travelled around the world in 80 days revisiting the countries visited by Jules Verne's character Phileas Fogg.
- There are plenty of opportunities to promote pupils' reading, writing and mathematics skills across the curriculum. This has helped to contribute, for example, to pupils' improved writing skills and further enhance their love of books.
- Pupils' spiritual, moral, social and cultural development is exceptionally strong as demonstrated in their mature and caring attitude towards each other, their take-up of learning to play musical instruments and their knowledge about religions from around the world.
- The primary school sports fund is used exceptionally well to, for example, provide coaching opportunities in tennis at a local club, table tennis coaching in school and to support daily clubs which take place before school.
- The local authority school improvement service has worked with the school in a number of ways and has helped to review the quality of teaching and learning. The school's independent consultant is working closely with the school to review the quality of the marking of pupils' work.
- Safeguarding procedures are followed closely and meet requirements.
- **The governance of the school:**
 - Governors know the school well. Throughout the inspection, the Chair of the Governing Body was in school supporting pupils' learning. The time that he and other governors spend in school gives them a good understanding of how well pupils are doing and what needs to be done to secure further improvements. Governors know that the training that teaches receive is helping to improve their skills and the quality of teaching. They ensure that none are awarded pay increases or offered promotion unless they fully meet their performance management

targets, all of which are linked to raising pupils' attainment.

- Governors have made it their business to ensure that those entitled to support through the pupil premium are not disadvantaged in any way. They ensure that all such pupils are given the opportunity to participate in extra-curricular activities, including cricket and music and know that the additional teaching assistant support that they receive is making a difference to their achievement.
- Governors are increasingly holding the headteacher to account. They keep themselves abreast of new developments with regard to, for example, the safeguarding of children and understanding how well the school's performance compares with similar schools nationally.

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	111031
Local authority	Cheshire East
Inspection number	440800

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	198
Appropriate authority	The governing body
Chair	Richard Norris
Headteacher	Darren Morgan
Date of previous school inspection	25 January 2011
Telephone number	01625 582555
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