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30 January 2015

Ms Karen Lea
Headteacher
Lingwood Primary and Nursery School
Station Road
Lingwood
Norwich
NR13 4AZ

Dear Ms Lea

Special measures monitoring inspection of Lingwood Primary and Nursery School

Following my visit with Susan Heptinstall, Additional Inspector, and Deborah Pargeter, Associate Inspector, to your school on 28 –29 January 2015, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions which have been taken since the school's previous monitoring inspection.

The inspection was the second monitoring inspection since the school became subject to special measures following the inspection which took place in June 2014. The full list of the areas for improvement which were identified during that inspection is set out in the annex to this letter. The monitoring inspection report is attached.

Having considered all the evidence I am of the opinion that at this time:

The school is making reasonable progress towards the removal of special measures.

The school may appoint one newly qualified teacher (NQT) in Key Stage 1 or 2 before the next monitoring inspection. The appointed NQT must be supported by a package offered by the local authority and include appropriate mentoring.

This letter and monitoring inspection report will be published on the Ofsted website. I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of the Interim Executive Board and the Director of Children's Services for Norfolk.

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Yours sincerely

Mary Rayner
Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place in June 2014

- Improve the quality of teaching and so accelerate the progress of pupils by:
 - raising teachers' expectations of what pupils can achieve and provide sufficient challenge, particularly for more-able pupils
 - using the information the school collects about pupils' progress to ensure tasks build on what they already know and can do
 - checking on pupils' progress in lessons and adjusting activities so that pupils are challenged consistently
 - ensuring all teachers have the same high expectations of pupils' handwriting and presentation of work
 - using the existing good teaching to improve weaker teaching.

- Improve the effectiveness of governance and the leadership of teaching by:
 - giving governors access to the information they need on the school's performance, so they can support and challenge leaders
 - using performance management to ensure that effective teaching is rewarded and that appropriate training is provided to bring improvement where teaching is not good enough
 - ensuring teachers with additional responsibilities receive high quality training so that they can rapidly improve teaching and learning in the subjects they lead
 - making sure that safeguarding procedures are rigorously followed and systematically checked
 - making full and effective use of the pupil premium to raise the attainment of this group of pupils.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Additionally, an external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

Report on the second monitoring inspection on 28 –29 January 2015

Evidence

Inspectors observed the school's work, scrutinised documents and met with the headteacher, acting deputy headteacher, the Chair of the Interim Executive Board (IEB), two groups of pupils and a representative from the local authority. Inspectors also reviewed pupils' work in their books, spoke with pupils at lunch times and in lessons and spoke with some parents at the start of the school day.

Context

Since the previous monitoring inspection, an interim executive board has been established. The substantive deputy headteacher has left the school. A supply teacher is covering this member of staff's teaching commitment. An acting deputy headteacher has been appointed on a temporary basis from within the staff. A teacher is currently on maternity leave. Leaders have identified a new special educational need coordinator.

Achievement of pupils at the school

Leaders have raised their expectations of what pupils can achieve and well-targeted training for all staff is securing improvements in teaching. For example, pupils in Key Stage 1 now receive daily, good quality teaching of phonics (the sounds that letters make).

Attainment at the end of Key Stage 2 is broadly in line with national standards. Assessment information shows that pupils are currently on track to achieve similar standards in 2015. Although 2014 saw an improvement in the progress pupils make, too few make better than expected progress. Most pupils' reading and writing skills are improving. A whole school focus on developing pupils' speaking skills is making sure that pupils use meaningful sentences when explaining their thoughts and answering teachers' questions. Year 5 work scrutiny indicates that this is having a marked impact on pupil's progress in literacy, but in other subjects it is too early to measure the impact of changes.

Assessment information for pupils at the end of Year 2 shows improvement on the standards achieved in 2013. Outcomes in mathematics and reading exceeded national averages while writing results were broadly in line. At the end of Year 1, more pupils than nationally reached the expected standard in the phonics screening check. This check shows how well pupils use letter sounds to read words.

Pupils in the Reception class demonstrate skills and abilities below those that are typical for their age in most areas of their learning. Standards at the end of the Early Years Foundation Stage have declined since 2013. Pupil's attitudes to learning are poor and staff do not regularly assess how well children are achieving. As a consequence plans for learning lack detail.

The progress of disabled pupils and those who have special educational needs is weak across the school. The school has identified a new coordinator of provision for these pupils. The systematic tracking of additional support and interventions to ensure that these pupils make faster progress is at an early stage of development.

The quality of teaching

Since the last inspection leaders have given a more rigorous and challenging focus to improving teaching. Training for teachers has led to greater consistency in the way they plan work for pupils.

In Key Stages 1 and 2, more teachers are beginning to provide effective feedback to pupils about how well they are learning, particularly in literacy. Teachers are becoming more confident in providing for the learning needs of all pupils. This is because the introduction of the 'challenge curriculum' is encouraging pupils to be independent learners and teaching them to challenge themselves more in their learning. For example, inspectors saw work adapted for different groups of pupils, and teachers' questioning was often well directed to challenge the most able. Nevertheless, the school is aware that the needs of disabled pupils and those who have special educational needs are not always met sufficiently well.

Inspectors saw evidence that teachers now have a better grasp of teaching phonics. As a consequence pupils make encouraging and often successful attempts at spelling out words as they read and write. Pupils contribute to discussions in lessons and answer questions thoughtfully and with confidence.

Teaching overall still requires improvement because a significant proportion does not challenge pupils of all abilities rigorously enough. Teachers sometimes lack the confidence to adapt their lessons to provide for those pupils who are finding the work too easy or who complete the task quickly. For example, in a Key Stage 2 mathematics lesson, all pupils were expected to use the same strategy to divide two-digit numbers by tens, even when some pupils had worked out the answers in their heads. As a result, these pupils did not make the accelerated progress they might have made had they been given more challenging tasks to complete.

The quality of marking of pupils' work is inconsistent and does not always link to the intended learning for particular pieces of work. In the best examples seen, teachers' comments help pupils to move on and secure good progress. Where marking was less effective, teachers' comments were overly descriptive and focused too much on what pupils had done without explaining what they needed to do to improve.

The management of teaching assistants does not ensure they are used effectively to accelerate pupils' progress. In Key Stage 1, assistants were used effectively to support pupils of all abilities. This ensured the class teachers were able to help those who were finding the work more difficult. However, in Key Stage 2, the focus of teaching assistants was with pupils who have special educational needs, resulting in

them missing out on the expertise of their teacher. Similarly the use of teaching assistants in the Early Years Foundation Stage was not as effective as it could be since they were not sufficiently involved in monitoring or assessing children's learning.

Behaviour and safety of pupils

Behaviour at playtime, lunchtime and around the school is good. Most pupils behave well and show respect towards one another and towards adults. However, in a number of lessons, pupils do not display positive attitudes to learning. This was most apparent in the Early Years Foundation Stage where lessons lack adequate structure and high expectations. As a result, learning is interrupted by disruptive behaviour, such as children running around and not paying attention to what the teacher is saying. Lack of access to the full early years curriculum limits children's opportunities to learn and make progress. On one occasion, a large minority of children drifted around without settling, or being encouraged to settle, on activities and, as a result, they gained little from the session.

Most pupils told inspectors that they did not have any concerns about behaviour or bullying. However, a small number of pupils reported that unkind behaviour was sometimes a concern for them but that they knew who to tell and that teachers and other adults are quick to sort it out. The school's system for recording inappropriate behaviour is improving and now includes the actions taken to address poor behaviour and their effectiveness.

Pupils' spiritual, moral, social and cultural development is being appropriately promoted through the curriculum. Assemblies teach pupils to be inclusive and tolerant of one another's differences. Weekly cross-phase circle times, when pupils of different ages work together, help them value the opinions of one another. Suggestions from these sessions have brought about improvements, such as the split lunchtime.

The school celebrates pupils' achievements and successes, for example in end of term reports and in the range of certificates that are awarded. However, there was too little positive verbal feedback and encouragement in the lessons observed by inspectors.

The quality of leadership in and management of the school

The capacity of the leadership team is strong following the appointment of the acting deputy headteacher. Leaders have developed a clear vision for school improvement that has been accepted by the vast majority of staff. The school's improvement plans are sharply focused on what needs to be done to move the school forward.

The Interim Executive Board (IEB) is fully aware of the strengths and weaknesses in the school. Rightly members recognise the improvements that are needed in the

early years provision and in mathematics across the school, and have engaged external support to put things right as quickly as possible.

Members of the IEB, alongside senior leaders, know how much additional government funding has been received for disadvantaged children and what it has been spent on. However, no detailed analysis of the impact of this funding over the last year has been carried out. It is therefore not possible to make accurate judgements about the impact of this spending on raising pupils' achievement. This year's plan includes targets for impact on pupil progress.

All staff are now part of the improved performance review process. As a result staff feel valued members of the schools community. Teachers are being held to account for the progress of pupils by the senior leadership team. This information is appropriately shared with the IEB.

All staff have undertaken training in assessment, as well as participating in moderation exercises to strengthen the accuracy of their judgements. Visits have been made to other schools to learn more about successful approaches to assessment.

External support

The local authority has provided appropriate and timely support to the school since the previous monitoring inspection. For example, the local authority is closely monitoring the work of the support advisors. The school is also wisely drawing on the support of an outstanding primary school. As a result the school is making changes to the way in which it delivers the curriculum and assesses pupil's progress.