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27 April 2015

Ms Karen Lea  
Acting 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 Dellis Smith, Seconded Inspector, to your school on 21–22 April 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 third 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 newly qualified teachers before the next monitoring inspection.

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

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

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 providing 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 third monitoring inspection on 21–22 April 2015**

### **Evidence**

During this monitoring inspection, a range of lessons were observed, including four seen jointly with you. I met with you, the acting deputy headteacher, the newly appointed special educational needs coordinator and a representative from the local authority. I also met with the Chair of the Interim Executive Board (IEB). I scrutinised school documents, including records of leaders' monitoring, minutes from the IEB meetings and notes from local authority visits. I met with a group of pupils, spoke to pupils in lessons and scrutinised a sample of their books from the early years onwards. The single central record was checked and risk assessments reviewed.

### **Context**

Since my last visit, a teacher who had been absent on maternity leave has returned and the temporary teacher who was teaching this class has left the school. The teacher responsible for pupils with special educational needs and the Nursery class has resigned. The teaching post in the Nursery is being covered by a supply teacher. The acting deputy headteacher has taken on leadership of the early years. A further part-time temporary teacher has been appointed to cover the additional teaching time needed to release the acting deputy when carrying out her leadership role. The part-time temporary teacher will also be undertaking the special educational needs role until the end of the academic year.

Interviews for the permanent headteacher, deputy headteacher and nursery teacher posts are all planned for the week beginning the 27 April 2015.

Plans are in place for the school to convert to academy status, sponsored by the Heart Education Trust, Norwich.

### **Achievement of pupils at the school**

Leaders are maintaining the improvements to pupils' learning and progress recognised in the previous inspection visit. Leaders' records of observations of lessons and pupils' work in Years 1 and 2 shows that pupils are making at least good progress in mathematics and English over time. As a result standards continue to rise and achievement by the end of the key stage is good. Pupils enjoy reading and are able to use their knowledge of phonics (the sounds that letters make) to decipher new and challenging words. They are becoming fluent readers who read with expression. Pupils confidently talk about their recent book choices because they are offered many opportunities to practise their reading skills widely and often.

Expectations of the quality of pupils' work continue to rise. For example, in Year 2, pupils' books are neatly presented and the high expectations set by the teacher

mean that the quality of handwriting is consistently good and improving. Teachers' use of new strategies to challenge pupils and encourage them to make decisions about their own learning are mostly working well. There are occasions, however, when older pupils say that although the 'challenge curriculum' is fun they still sometimes find activities too easy.

The current attainment of pupils in Key Stage 2 continues to be broadly in line with the national average for reading and writing but remains below average in mathematics. Progress is better. The proportions of pupils on track to make and exceed nationally expected levels of progress in reading, writing and mathematics are broadly average.

The close tracking of pupils' progress means that some underachievement against aspirational targets has been quickly identified and suitable support has been planned. There has been some improvement in the tracking of data for all pupils but leaders do not compare closely enough the attainment of different groups of learners. The new challenge curriculum is pushing the more able pupils to make the rapid progress of which they are capable. However, in some lessons and classes, pupils are not always given work that encourages them to think deeply and carefully enough.

In the Reception class leaders' assessment information shows that more children than in previous years are on track to meet standards that are typical for their age. Children are better prepared to start Year 1 than they have been previously. Some children who start school achieving well still do not make the progress they should and there are concerns that assessment information in the Nursery is unreliable because the Nursery teacher does not sufficiently record what children can do when they work without direction from an adult. Inspectors looked at a sample of learning journals in the Reception class and found the information provided on the assessment of children's attainment to be accurate. Leaders are taking effective action to address these remaining weaknesses by employing an experienced early years practitioner for September 2015.

Leaders have made well-judged changes to help disadvantaged pupils make better progress and catch up with their peers. The recent introduction of a new approach to the teaching of reading, which includes the introduction of reading champions, has had a demonstrable impact. Pupils who take part in the extra support activities have made accelerated progress.

The progress of disabled pupils and those who have special educational needs continues to be weak across the school. The school has appointed a new coordinator of provision for these pupils. While she is too new to post to measure the impact of her work, she has a good understanding of what needs to be done to improve provision and is planning to address these priorities with an appropriate sense of urgency.

## **The quality of teaching**

The quality of teaching continues to improve steadily. It is now strong in Key Stage 1. In Key Stage 2 there are still some improvements to be made. Leaders have established clearer expectations for how teachers provide feedback to pupils about their learning through both discussion and marking. All books are now marked regularly and teachers highlight mistakes and identify next steps in pupils' learning well. The impact of this remains variable because in some classes pupils repeat the mistakes they have made, showing that they have not learned from the improved quality of feedback they receive.

Changes to how activities are planned for children in the early years are improving their learning. They are now more engaged in purposeful activities outside the classroom and have better focused opportunities to develop their physical skills.

Teachers do not plan specifically enough to address the needs of pupils who are disabled or have special educational needs because they have not been given good enough guidance. In some instances pupils are incorrectly identified as requiring specific support. As a result these pupils are not achieving as well as their peers.

Teaching assistants often contribute much to pupils' learning although this good practice is not yet consistent. Where they are most effective they use skilful questioning and positive role modelling to develop and deepen pupils' understanding of an activity or topic. In one example seen teaching assistants worked with small groups, providing high-quality support through the use of additional resources to enable pupils to take part in a challenging activity to develop suspense openings to stories.

## **Behaviour and safety of pupils**

Safeguarding procedures are thorough. Leaders have ensured that the checks made on adults working in school are appropriate.

Leaders have gathered the views of pupils; records show they are more positive about their school. They say they particularly enjoy the mixed-age 'circle time' activities because 'everyone has a voice' and 'the more ideas you get, the more the action happens.' This is ensuring pupils are involved in the development of the school.

In the lessons where learning was most effective, pupils had a sense of urgency and wanted to complete the challenge set through the challenge curriculum and move on. However, this was not the case in all classes, particularly in Key Stage 2, where pupils were sometimes slow to complete tasks and a lack of drive by the teacher resulted in the pace of learning slowing. As a result pupils made less progress than that of which they were capable. This also resulted in some off-task behaviour, although it was not seen to disturb the learning of others.

Positive relationships between staff and pupils lead to friendly classrooms where pupils respond to praise and feel valued. Pupils are clear that they feel safe in school and that staff will always immediately challenge any derogatory language. Pupils' learning behaviour is improving. In Key Stage 1 classes they respond well to the high levels of challenge that motivate them to succeed. In some lessons in Key Stage 2, the lack of challenge means pupils become disengaged and they make less progress as a result.

Pupils' spiritual, moral and cultural development is evident throughout the school. Pupils are provided with the opportunity to develop values such as empathy through the broad curriculum. They are also challenged to debate controversial subject matter in a balanced and appropriate manner.

### **The quality of leadership in and management of the school**

The interim headteacher and acting deputy headteacher are maintaining the drive of improvement and continue to be ambitious for the school's future. Their complementary skills ensure that they continue to identify and address the right key priorities. The changes made are timely and well planned, and they ensure that staff are not left feeling overwhelmed by the volume of change; new appointments are increasing the capacity of leaders to bring about improvement. Consequently, both teaching and learning are improving.

Systems for monitoring teaching are sound. Senior leaders are accurate in judging its quality and remain focused on making sure that it becomes consistently good across the school.

Through pupil progress meetings, leaders and teachers regularly share and discuss pupils' work and the impact learning is having on pupils' achievements. This information is used effectively to improve practice, most particularly in the early years and in Key Stage 1.

The interim executive board (IEB) has a good understanding of the strengths and weaknesses of the school. Rightly members recognise that improvements are needed in the early years and in pupils' learning in mathematics across the school. They have supported leaders' actions and engaged external support to put things right as quickly as possible.

### **External support**

The local authority has provided timely and appropriate support to the school. Advisers have continued to monitor the progress the school is making systematically. For example, the local authority is closely monitoring how well advisers are enabling the early years to improve. The school is also wisely drawing on the support of an outstanding primary school for developing curriculum planning and the tracking and

assessment of pupils' progress. This work is effective in enabling both leaders and teachers to improve key aspects of the school's work.