

Linchfield Community Primary School

Crowson Way, Deeping St James, Peterborough, Lincolnshire PE6 8EY

Inspection dates	10–11 November 2015
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- Parents hold the school in very high regard. Many parents point to substantial improvements in the school since the last inspection. They say that the headteacher provides excellent leadership and that they would recommend the school to others.
- Leadership and management at all levels, including governance, are good. All leaders have a shared and accurate view of where further improvements are needed and are ambitious for the school to continue to improve. The school has good capacity to improve in the future.
- Leaders and staff have meticulous systems to ensure that they know exactly which pupils require additional help. Good-quality extra sessions is provided, often by teaching assistants, to those at risk of falling behind.
- Children in the early years benefit from good-quality provision and they are well prepared for Year 1 and later school life.
- Leaders have ensured that the quality of teaching is much improved since the last inspection and is now good.
- Well-trained and effectively deployed teaching assistants contribute to the good progress pupils make, especially that of pupils who find learning more difficult.
- Because they are now well taught, current pupils learn well and make good progress from their starting points. Rates of progress are improving and standards are rising.
- The most-able pupils, disabled pupils and those with special educational needs, and disadvantaged pupils learn well and enjoy their education.
- The curriculum is a strength and prepares pupils well for the next stage of education and for life in modern Britain. Pupils enjoy the breadth, variety and interest of the curriculum. Basic skills such as writing and reading are effectively developed in many subjects.
- Pupils' behaviour in lessons and around school is good. Parents say their children feel safe in school and so do the pupils themselves. They are sensitively cared for, given good-quality guidance and are happy in school.

It is not yet an outstanding school because

- Although progress has improved, pupils' progress is not yet outstanding because still not enough pupils in Key Stage 2 make greater than expected progress in reading, writing and mathematics.
- The quality of teaching, learning and assessment is not yet outstanding. In some lessons teachers do not fully implement the school's assessment policy by using ongoing assessment of children's work sufficiently to fully accelerate their progress.
- Occasionally, in whole-class lessons, work is too difficult for lower attaining pupils.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching and pupils' outcomes to outstanding by ensuring that:
 - even more pupils make greater than expected progress from their starting points in Key Stage 2
 - during lessons, teachers, in line with the school's assessment policy, continually assess pupils' progress and use these ongoing assessments to quickly modify teaching and help pupils overcome misconceptions and difficulties
 - the progress of lower attaining pupils is accelerated by ensuring that work in whole-class lessons is not too hard for them.

Inspection judgements

Effectiveness of leadership and management is good

- The headteacher has inspired all staff to focus relentlessly on all pupils' success. Good learning and behaviour are strongly promoted by all leaders, including governors. Parents regard leaders and staff highly and staff morale is high.
- The senior staff are a strong team and effective; resolute action has been taken to eliminate weak teaching. Pupils' learning, personal development and behaviour have improved as a consequence.
- Leaders meticulously check the quality of learning of each individual pupil. Frequent meetings are held between senior leaders and each individual class teacher. At these meetings, extra help is planned and targets are set, and the effect of these decisions on each pupil's progress is checked at the next meeting.
- Pupils' books are regularly checked by senior leaders and subject leaders, and teachers are observed teaching. Observation reports are perceptive and challenging, although on occasions they do not sufficiently focus on the progress of different groups of pupils in the observed lesson. Teachers receive clear feedback on their work and they say that they find this helpful in improving their skills. Teachers new to the school and newly qualified teachers are given special attention to ensure that they understand the school's policies and approaches and quickly become effective in their work.
- Leaders know the school inside out. The school improvement plan concentrates on appropriate aspects and provides a clear and effective guide to school improvement and staff training. Some of the criteria in the plan are not sufficiently clear to help the impact of the plan to be easily evaluated.
- Middle leaders are guided and supported so that they do their jobs well. Leaders of subjects, especially of English and mathematics, ensure that pupils make good progress and that teaching is effective within their subjects.
- Relationships throughout the school are good and the school is a happy and welcoming place. The school is fully committed to promoting equal opportunities for all. Pupils of differing backgrounds and abilities are all equally valued, supported and encouraged. Many parents of pupils with special educational needs were keen to tell inspectors how well the school provided for their children's needs. All pupils are given the same chance to do their best, including the most able.
- Pupil premium funding to support the learning of disadvantaged pupils is used well, mainly to fund additional teaching assistant support, and the gap between the attainment of disadvantaged pupils and other pupils both in the school and nationally is closing well. In Key Stage 1, disadvantaged pupils do better than all pupils nationally and in Key Stage 2, although there remains a gap, especially in Year 6, the gap has narrowed considerably as the quality of teaching and additional support improves.
- Funding to improve physical education and sport in primary schools has been spent well on external coaches, staff training and many new clubs. Pupils are keen to participate in the new sports now on offer. More frequent specialist coaching and more sporting opportunities contribute well to pupils' enjoyment of sport and their healthy lifestyles.
- The curriculum is of good quality and is currently being changed to ensure that the school fully implements new national requirements for the curriculum and assessment. The school appropriately places strong emphasis on developing pupils' basic skills and ensuring that they are able to progress well in literacy and numeracy. This by no means has resulted in a narrow curriculum. Pupils say they enjoy their weekly French lessons in Key Stage 2. Music and art have a prominent place in the school and the curriculum to promote pupils' personal development is a strength. Literacy skills are particularly well developed in a range of subjects and this has been an important reason why standards of writing have improved so well since the previous inspection.
- The curriculum is modified well to meet the needs of pupils. Pupils at risk of falling behind, the few at the early stages of learning English and those who are disabled or have special educational needs are given frequent additional help by teachers and teaching assistants and this helps them achieve well. Although support for the most able has improved, as has the progress these pupils make, the school is planning to provide greater challenge for these pupils, for example by providing them with additional sessions or concentrating more on investigative or problem-solving work in mathematics.
- Strong attention is paid in the curriculum to ensuring that pupils are fully prepared for life in modern Britain and learn and adopt British values. Visits and visitors enhance pupils' knowledge and experience of these aspects and the work towards the International Schools Award is enhancing pupils' understanding of different ways of life.

- The curriculum places good emphasis on pupils' spiritual, moral, social and cultural development. Provision for each of these aspects is good and pupils show good levels of development in these areas.
- Senior leaders and governors have appreciated the extensive help provided to the school by the local authority. This help has had a positive impact on improving the quality of teaching and assessment and the effectiveness of leadership and management.
- **The governance of the school**
 - Governance is effective and improving. Many governors are new to their role and new governors have brought new skills and expertise to the governing body to help it do its job better. Governors are well trained and skilful in checking the performance of the school. National data are used effectively to compare the school's performance with that of other schools. Governors show an impressive understanding of all aspects of the school's work and their work towards the Governor Mark has helped them audit and check that each aspect of their work is effective.
 - The governing body carefully checks that funding is used effectively. For example, the governing body carefully checks that spending decisions on additional funding for disadvantaged pupils are having the desired effect of improving the achievement of these pupils.
 - Governors show a detailed knowledge of the quality of teaching at the school and know and understand the school's arrangements for improving teaching. They know what steps are taken to provide support and challenge if any weaker teaching comes to light and are aware of how effective teaching is being rewarded through decisions on teachers' pay.
 - Governors have specialist roles for classes, subjects or aspects such as safeguarding, special educational needs or finance. Specialist governors are often experts in these particular fields and do much to challenge and support staff in their specialist aspects.
 - Teamwork between senior leaders and the governing body is strong, but never cosy. They challenge each other and work effectively together to a common ambition of improving the school to be outstanding. The headteacher welcomes the insights governors provide and helps them carry out their work effectively. These leaders provide the school with good capacity to continue to improve.
- The arrangements for safeguarding are effective. The school is very successful in supporting pupils to ensure they are kept safe and learn to act with regard for the safety of others. Safeguarding training, and recruitment procedures and practices fully meet and exceed current requirements.

Quality of teaching, learning and assessment is good

- Strong leadership of teaching and learning and procedures to induct and continually train teachers and teaching assistants have led to improvements in teaching across the school. There is an agreed approach to many aspects of teachers' work, such as how pupils' work should be marked and how marking should be followed up. Teachers adopt these policies consistently and this has helped improve pupils' achievement.
- The assessment policy is effective and teachers use it consistently in most situations. The only exception to this is that in some lessons, ongoing assessment is not sufficiently used to modify teaching during the lesson to concentrate on any misconceptions or patterns of error that may arise. This occasionally slows the progress of some pupils a little.
- The curriculum is well modified to meet the differing learning needs of pupils in the class. Small-group teaching fully meets the learning needs of targeted pupils who are falling behind. In whole-class lessons, teaching is sometimes a little too demanding for the lower attaining pupils.
- Higher expectations of pupils' progress is evident in pupils' work, during classroom visits and in the school's meticulous and accurate records of the progress of each pupil in reading, writing and mathematics. It is also evident in the school's records of the quality of teaching over time, and teaching throughout the school is now typically good.
- Teachers have secure subject knowledge of the subjects they teach. This enables them to insist that pupils use language accurately and carefully. For example, in a Year 2 writing lesson, pupils were able to recognise noun clauses and time conjunctions in their own and others' writing.
- Well-trained and effectively deployed teaching assistants have an important effect on the good progress pupils make. This is especially the case for disadvantaged pupils, disabled pupils and those with special educational needs and those who are identified as being at risk of falling behind.

- Good relationships, an interesting curriculum and effective behaviour management help the vast majority of pupils concentrate in lessons and work hard. Pupils hold their teachers in high regard and often find learning fun. All these factors contribute to the good progress pupils make.
- Reading is particularly well taught and many pupils make strong progress in their reading as they move through the school. Effective daily teaching of letters and sounds by teaching assistants and teachers in younger classes, daily guided reading lessons and a well-organised home-reading programme help pupils read well.
- The teaching of writing has improved well over the last year. A particular strength in the teaching of writing is the way that different types of writing are carefully developed in other subjects, especially in history. Pupils undertake a large amount of writing in English and other subjects. Standards of spelling, punctuation and grammar are improving well.
- Mathematics is well taught, especially calculation and measures. The school has identified the need to improve pupils' problem-solving skills and some useful work is under way to improve this aspect.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Many parents commented on how much their children enjoy school and feel safe and secure there. Pupils are polite and helpful to one another and to adults and welcoming to visitors. They are confident in engaging in discussions with visitors and are happy to give their very positive opinions about the school.
- Playground buddies ensure that other pupils are happy at playtimes, and many older pupils support early years children at playtime and lunchtimes. Pupils are keen to take on responsibilities. They are very proud of the wide range of sporting opportunities now at school and enjoy these a great deal. Levels of participation in after-school clubs are high.
- The school has impressive ways of teaching pupils about safety and they respond well to these. For example, pupils show a very clear understanding of how to keep themselves safe on the internet.
- All 175 parents who responded to the Parent View questionnaire reported that their children feel safe in school.
- Pupils trust the adults in the school and always feel there is someone to turn to if things go wrong.
- They are clear about what constitutes bullying and are proud that there is no bullying in their school. Many of the older pupils point to considerable improvements in behaviour and relationships in the school over the last year or so.
- The school's work towards Investors in Pupils and the International Schools Award has had a positive impact on pupils' spiritual, moral, social and cultural development. For example, they have a much improved understanding of other cultures in modern Britain and abroad. They are able to reflect on their own way of life and behaviour and see the need to accept responsibility for helping others.

Behaviour

- The behaviour of pupils is good.
- During the inspection, pupils invariably behaved well around school. In the vast majority of lessons they behaved well. Pupils were proud to tell inspectors that behaviour has improved and is now always good at their school. Parents' views reflected this positive picture that behaviour is consistently good at the school.
- Pupils show an impressive understanding of the school's comprehensive behaviour policy which is consistently implemented. They believe it is fair and support it fully.
- Pupils present their work well in some classes but this is not the case in all classes where pupils sometimes take insufficient pride in the presentation of their work.
- Attendance has improved well and is above average. Rates of attendance of disadvantaged pupils have improved considerably since the previous inspection and this is having a positive effect on the achievement of these pupils.

Outcomes for pupils

are good

- The proportion of children in the early years who reached a good level of development was above average. This was a significant improvement on the proportion in 2014.
- In Year 1 national phonics screening (pupils' use of letters and their sounds to help them read), the school's results have risen to above-average levels, reflecting improvements in the quality of teaching reading in the early years and in Year 1.
- Standards by the end of Year 2 in 2015 rose in national assessments and were a little above national averages in reading, writing and mathematics.
- Standards also rose in the 2015 national assessments in reading, writing and mathematics in Year 6, which were a little above the national average and pupils are well prepared for the next stage of their education.
- Rates of progress seen in pupils' books and in the school's accurate assessment records indicate that rates of progress are improving well throughout the school in reading, writing and mathematics. The best improvement is in writing which was previously the weakest subject.
- Although rates of progress are much improved, not enough pupils at the school exceeded nationally expected progress in Key Stage 2 in 2015 because the improvements in the quality of teaching have not been in place long enough to be apparent in published data. However, there are clear indications that improved teaching throughout the school is having a beneficial effect on pupils' achievement.
- Disadvantaged pupils in Key Stage 1 attained higher standards in reading, writing and mathematics than all pupils nationally last year. In Key Stage 2, although a gap remains between the attainment of disadvantaged pupils and other pupils of around two terms, the gap narrowed and is smaller in Years 3 to 6 as the benefits of the school's wise spending of pupil premium funding takes effect.
- The most-able pupils are now achieving better at the school and in 2015, more Year 6 pupils attained the higher levels than in previous years. A greater proportion of pupils currently in Year 6 are attaining above the standards expected for their ages in reading, writing and mathematics. The most-able pupils this year, in all age groups, are challenged well and are making good progress due to improved teaching.
- As a group, disabled pupils and those with special educational needs make similarly good progress to others in the school over time. They benefit from extensive additional support in small groups or in classes.
- The school's reliable assessments indicate that pupils also make good progress in subjects such as history, geography, science, art and design, physical education and music.
- Occasionally, in whole-class lessons, lower attaining pupils make a little less progress than their peers when the work is too demanding.

Early years provision

is good

- When they enter school, the majority of children's skills are typical of those for their age in numeracy and literacy and in their personal development. Owing to good provision, both indoors and outside, all children make good progress from their starting points and are well prepared for Year 1.
- Outcomes improved very well in 2015. Published information on the proportion of children who achieve a good level of development reflect improvements in provision since the previous inspection.
- The school focuses well on children's literacy and numeracy development and also places strong emphasis on other areas of learning, especially children's personal, social and emotional development. Good arrangements to introduce children to school and good links with parents ensure they soon settle into school and grow in confidence and enjoy the wide range of exciting and carefully planned learning activities provided. Staff take excellent care of the children and ensure their safety and well-being.
- Reading is taught well and daily lessons to help children learn their letters and their sounds help them grow in confidence as readers and enjoy books.
- Parents appreciate that they are effectively involved in their children's learning by the school and they hold the early years provision in high regard.
- Children behave well in whole-class sessions, when working independently and also when in the hall during whole-school events such as assembly. Support and guidance provided by older pupils at playtime and lunchtime help children see how to behave well at school.
- Disabled children and those with special educational needs are supported effectively and thrive in the early years. The most-able pupils are also effectively catered for. All children are treated as individuals and

regular assessments of the progress of each child, in each area of learning, enable adults to tailor their work with each child to best meet his or her needs.

- Teaching by teachers and teaching assistants in the early years is good. Activities are interesting and stimulating and children enjoy school.
- Leadership and management in the early years are good. Staff work as an effective team and teach children in a consistent manner. Communication between members of staff is strong and all staff effectively adopt school policies and demonstrate a real enthusiasm to continue to improve all aspects of provision in the early years.

School details

Unique reference number	120499
Local authority	Lincolnshire
Inspection number	10007747

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	392
Appropriate authority	The governing body
Chair	David Henderson and Steve George
Headteacher	Andy Fawkes
Telephone number	01778 347450
Website	www.linchfield.lincs.sch.uk
Email address	head@linchfield.lincs.sch.uk
Date of previous inspection	25–26 March 2014

Information about this school

- This school is larger than the average-sized primary school. Almost all pupils speak English as their first language. The proportion of pupils from minority ethnic backgrounds is well below average.
- There is a below-average proportion of disadvantaged pupils who are supported by the pupil premium. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority.
- The proportion of pupils who are disabled or have special educational needs is average.
- The school meets the government's current floor standards which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- Three quarters of the teachers are new to the school since the previous inspection and there have been a significant number of changes in leadership and management, including in the school's senior leadership team and membership of the governing body.
- Since the previous inspection, the school has been awarded the International School Award for the global element in its curriculum and the Investors in Pupils award, which provides a framework for involving pupils in decision-making.

Information about this inspection

- Inspectors saw teaching and learning in all classes, including two joint observation of full lessons with the headteacher and an assistant headteacher. In addition, a number of shorter visits were made to the early years and to see particular aspects, such as the teaching of reading or pupils participating in support programmes. A range of other school activities including playtimes, lunchtimes and an assembly were observed.
- Past and current work of pupils of all abilities in all year groups was scrutinised and some pupils were heard reading.
- Meetings were held with school staff and with five members of the governing body.
- Documents, including plans for school improvement and reports showing the school's view of its own performance, safeguarding documents, and policies and records relating to personal development, behaviour, welfare, safety and attendance were inspected. Information on the performance of the school in comparison with other schools nationally was analysed. The school's records of pupils' progress were also inspected.
- Inspectors held short discussions with 57 parents of a total of 81 children at the beginning of the second day of the inspection. The views of 175 parents who responded to the online Parent View questionnaire were also analysed.
- Inspectors received the views of staff through discussions and by analysing the 36 responses to the inspection survey of staff views. They also received the views of pupils through both informal and pre-arranged discussions.
- A meeting was held with a representative of the local authority.

Inspection team

Roger Sadler, lead inspector	Ofsted Inspector
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Mandy Wilding	Ofsted Inspector

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