

Linby cum Papplewick CofE (VA) Primary School

Quarry Lane, Linby, Nottingham NG15 8GA

Inspection dates	19–20 April 2016
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

- Leaders and governors are very clear about their ambitions for the school. They have successfully addressed actions from the previous inspection, leading to clear improvement.
- Pupils make good progress, whatever their ability or circumstances. This includes those who have special educational needs or disability and those who are disadvantaged.
- Pupils are confident, self-assured and enthusiastic to learn. They feel proud of their school and say they would recommend it to others.
- The school's values are very evident in and around classrooms. The principles by which the school is led permeate all aspects of school life.
- Pupils have a strong sense of spiritual and moral issues, are confident socially and gain an insight into a diversity of cultures. They have been taught British values well.
- Staff know and care for their pupils very well and relationships are strong. Teaching is good and staff set high expectations for pupils' learning.
- Children learn well in the Reception Year and are well prepared for Year 1. In the early years, the positive partnership with parents and carers is a particularly strong feature of the school.
- Effective systems, clearly understood by all staff, make sure that pupils are kept safe. Pupils say they feel well cared for and that they have confidence in the school's ability to keep them safe.
- Governors have a very strong grasp of their role. They are highly effective in holding senior leaders to account, and have a thorough and accurate overview of the school's performance.

It is not yet an outstanding school because

- Leaders have not yet provided teachers with clear enough guidance on feedback and marking, and so pupils' progress slows sometimes, when the pupils are unsure of how to improve their work.
- Teaching is not yet challenging the most able pupils fully in mathematics and the teaching of spelling is not as good as for other aspects of English.

Full report

What does the school need to do to improve further?

- Improve the progress pupils make and the quality of teaching by:
 - making sure that pupils, especially the most able, are given a good level of challenge in mathematics
 - setting a clear focus on the teaching of spelling, so that standards by the end of key stage 2 are raised in grammar, punctuation and spelling to be at least in line with national figures.
- Improve the effectiveness of leadership and management by:
 - ensuring that leaders provide clear guidance for marking, feedback and assessment, and that they check it is applied consistently throughout the school.

Inspection judgements

Effectiveness of leadership and management is good

- School leaders and governors are very clear about their high expectations of pupils and staff at Linby cum Papplewick School. They are ambitious for all pupils to achieve at the highest level. Leaders and governors have accurately identified the priority areas for school improvement, including action points from the previous inspection. They have worked with determination and perseverance to deal with those areas and their efforts have led to clear improvements.
- Senior leaders, together with key subject leaders, have developed a thorough system for monitoring the quality of teaching and for checking on the progress of pupils in all subjects. The system is well established and its outcomes are used appropriately to provide staff training and to set priorities for supporting pupils.
- Leaders and governors manage teachers' performance well and set clear targets for improving teaching. These targets are linked appropriately to the school's areas for improvement.
- Leaders and staff have developed a broad and balanced curriculum for the school, which provides equality of opportunity for all learners. Pupils are able to supplement and to enhance their learning experiences by taking part in a wide range of extra-curricular activities offered by the school, such as music, sport and a range of cultural activities. As a result, pupils gain confidence in their own achievements.
- Pupils' spiritual, moral, social and cultural development and their understanding of British values are promoted well by all staff. Through the curriculum and through special events, pupils, throughout the school, have a wide range of opportunities to learn about faiths, cultures and traditions other than their own, and to apply that experience very sensitively to their attitudes, opinions and behaviour. Combined with qualities nurtured through the ethos of the school, pupils gain a strong sense of spiritual and moral issues, are confident socially and gain an insight into a diversity of cultures. For example, after visiting the Beth Shalom Centre, pupils presented very moving written accounts relating to the Holocaust.
- The school uses its relatively small allocation of pupil premium funding well to make sure that eligible pupils receive the support they need to do at least as well as and sometimes better than their peers. Senior leaders review the arrangements for individual pupils regularly and often. As a result, the support that pupils receive is closely matched to their needs.
- Increasing numbers of pupils receive specialist coaching for sporting activities and they take part in a wide range of sports activities and competitions, supported by the school's effective use of its primary physical education (PE) and sport funding.
- As a result of effective leadership, pupils who have special educational needs or disability make good progress. School staff work effectively with outside agencies to provide any additional support required.
- The local authority provides regular, effective support to the school, both directly through checks and visits and indirectly by brokering high-quality partnership support from other successful schools in the area. As an example, through the partnership programme, leaders have developed an improved and rigorous programme of monitoring activities to check on the quality of teaching and learning.
- Staff are overwhelmingly positive about the school and the support they receive from senior leaders. For example, they make comments such as 'It is a privilege to be part of such a positive and vibrant school' and 'The staff are valued and supported'.
- Leaders and staff are refining their policy for marking work and providing feedback. They are trialling a range of methods, in order to select the most effective way to help pupils to improve their work quickly and successfully. The current system sometimes leads to inconsistent practice and a lack of precision in correcting errors in pupils' work.
- Leaders are also evolving their systems for assessing pupils' progress without national curriculum levels. Although sound progress has been made in this regard, leaders have not yet developed a clear assessment system which will allow them to check pupils' progress thoroughly and provide clear, precise information to parents.
- **The governance of the school**
 - Governors have a very strong grasp of their roles, following a period of self-review. They appreciate the support of the local authority and the diocese in brokering high-quality governor training, which has enhanced their knowledge and skill.

- Governors are highly effective in holding senior leaders to account and they show persistence in asking any searching questions necessary in order to gain a thorough and accurate overview of the school in general and pupils' performance in particular.
- Governors receive detailed information from senior leaders about the use of both the pupil premium and PE and sport premium funding, and the difference this funding makes to pupils' learning and progress. As a result, their knowledge on these matters is secure.
- The arrangements for safeguarding are effective. Leaders create a safe environment where pupils feel well supported. Parents and carers are well informed through the school's website about many aspects of safety, for example how to keep safe online. The school's single central record of staff and visitor checks is kept in order, staff training is kept up to date and staff have a clear understanding of what to do in the event of any concerns they may have about a pupil's welfare.

Quality of teaching, learning and assessment is good

- The quality of teaching is good in all areas of the school.
- Pupils are enthusiastic to learn and willing to take on challenges, displaying positive attitudes to learning in all age groups. For example, during a discussion about apartheid in a key stage 2 lesson, pupils contributed sensitively and listened respectfully to each other, guided by the teacher's very skilful questioning techniques.
- Teachers generally provide pupils with challenging tasks which help them to make rapid progress. For example, in a key stage 2 mathematics lesson, younger pupils relished the opportunity to act as 'coaches' for their older classmates as they demonstrated how to complete sophisticated Venn diagrams.
- Similarly, in the best lessons, pupils can sustain high levels of attention. For example, pupils in a key stage 1 phonics lesson were captivated and enthralled as the teacher demonstrated how they could learn to spell 'real' and 'silly made-up' words by using a new online resource.
- Teaching assistants provide good support for learning, especially for least-able pupils and those who have special educational needs or disability. Their work is managed effectively by the teachers.
- Throughout the school, attractive classrooms and well-resourced and planned activities promote effective learning for pupils.
- Teachers provide appropriate homework and there are good systems in place for parents to give support: for example, by using the home-school 'keeping in touch' booklets and a range of resources available on the school's website.
- Pupils speak positively about the help they receive from teachers to boost their learning. They are enthusiastic about their lessons, but occasionally the exuberance of a few pupils becomes disruptive to others' learning. Staff restore calm quickly.
- Pupils' work in their books is generally well presented, showing a good level of care and pride in their achievements. Pupils' handwriting is well formed and they adopt a joined-up style of writing successfully from an early age, but pupils' spelling needs improvement. A new strategy for teaching spelling has been introduced, but it is not yet used consistently throughout the school so as to ensure pupils' spelling improves at a good rate.
- In a minority of mathematics lessons, pupils' progress is held back by the lack of challenging activities for the most able and these pupils say their work is 'too easy'. Similarly, in some mathematics books, pupils repeat work unnecessarily, which they have clearly grasped already.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils are confident and self-assured. They feel proud of their school and say they would recommend it wholeheartedly to others.
- Pupils move around the school in an orderly fashion and staff encourage an atmosphere of politeness, respect and a sense of caring for each other. Staff know the pupils very well and relationships are strong.

- The school's values are very evident in and around classrooms, through displays of pupils' work, photographs of activities and experiences, and thought-provoking posters. The principles by which the school is led, as stated in its motto 'love life, love learning, grow in faith', permeate all aspects of school life.
- Pupils speak positively about the support they receive to boost their learning. They particularly enjoy earning rewards for completing the daily reading task, as set out in the 'keeping in touch' booklets.
- Pupils' attendance levels are high, for all groups. There are no persistent absences. Other absences are rare and are dealt with case by case.

Behaviour

- The behaviour of pupils is good. Senior leaders keep clear records of any behaviour-related incidents which are brought to their attention, and these incidents are analysed closely in order to set appropriate targets for individual pupils. Effective strategies are in place, in accordance with the school's behaviour policy.
- In the dining hall, older pupils act as servers for the younger children at their tables. They are pleased to do this, saying it is 'important to make sure they are looked after and happy too'. There is a sufficient level of adult supervision in the dining hall, although the level of noise tends to be high and a number of pupils commented on this.
- Pupils have confidence in the school's ability to deal with bullying. They appreciate the 'worry box', which they can use to share any concerns, which are then resolved. Leaders keep appropriate records with regard to the rare instances of bullying and give reports to governors as a matter of routine.
- Pupils say they feel safe in school and have been taught effectively about how to keep safe generally, including online safety.

Outcomes for pupils are good

- Pupils make consistently good progress in the early years and in key stage 1, where outcomes are typically close to, or above, national figures.
- The proportion of pupils in Year 1 who achieve the expected standards in the national phonics check is above the national figure.
- The school places a strong emphasis on the importance of reading. There are many books available and a reward-based daily reading programme is popular. As a result, pupils read widely and often. Least-able readers were observed to use effective strategies, including their knowledge of phonics, as they encounter unfamiliar words.
- The very small proportion of disadvantaged pupils and the pupils who have special educational needs or disability make good progress from their own starting points.
- The proportions of pupils making and exceeding expected progress at the end of key stage 2, in mathematics and also in grammar, punctuation and spelling, were variable in 2015 and 2014. Attainment and progress in writing, however, was strong and continues to be so. In 2015, at the end of Year 6, pupils' attainment in mathematics dipped from the standards in the previous two years. In mathematics, standards were below the national average, as were those for spelling, punctuation and grammar.
- Current assessments show that pupils in Year 6 are now working at a higher level than previously.
- The most able do not always receive the level of challenge that they need. For example, they often continue practising skills they have mastered already. The school is now focusing more on their needs and there has been an increase in the number of pupils entered for the level 6 tests, which was a recommended action from the previous inspection.
- Senior leaders have correctly identified spelling as an area of improvement within the grammar, punctuation and spelling tests. They have adapted the teaching of spelling across the school in the light of this analysis and current assessment figures show an improving picture in this aspect of English for Year 6 pupils. However, the positive impact of the new approach in the teaching of spelling is not consistent across all year groups.

The early years provision is good

- The leadership and management of the early years are good. Leaders have a thorough and accurate knowledge of the children, from the earliest stages, as a result of careful checking of the pre-school records. The early years leaders have established effective links with parents and, as a result, children settle quickly and grow in confidence.
- The early years staff work effectively as a team, regularly assessing and recording the progress of each child. As a result, activities are planned carefully in response to children's needs.
- Children make good progress from their different starting points and the proportion of children reaching a good level of development by the end of the Reception Year is typically close to, or above, the national average. This means that they are well prepared for Year 1.
- Staff take care of the children well and make sure that they are safe at all times.
- Children's learning journals and work in their books give a clear picture of purposeful learning and good progress. Children set out their work in a variety of ways as they record activities, which are frequently based on real-life experiences such as bread-making, a 'flower walk', or a record of how they made a 'fruit face'. One particularly strong feature of their work is the inclusion of regular and frequent input from parents to celebrate achievements noted at home, such as 'I tidied my bedroom without being asked.'
- Early years leaders make good use of their links with other early years settings to share good practice. For example, teachers' careful analysis of children's progress identified key areas where improvements were needed. This led to a well-thought-out change being made to the outdoor area by the setting up of a 'mud kitchen'. This new aspect of outdoor learning is promoting speech and language development well through play. Leaders are considering how they might build on this positive change and continue to improve the opportunities children have for developing their early language skills through outdoor learning.

School details

Unique reference number	122807
Local authority	Nottinghamshire
Inspection number	10009118
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	118
Appropriate authority	The governing body
Chair	Janet Brothwell
Headteacher	Domenico Conidi
Telephone number	0115 963 4282
Website	www.linby.notts.sch.uk
Email address	office@linby.notts.sch.uk
Date of previous inspection	9–10 January 2014

Information about this school

- Linby cum Papplewick is much smaller than the average-sized primary school.
- Pupils are taught in four classes in mixed-age groups, including the early years class of mixed Reception Year and Year 1.
- All children speak English as their first language and almost all are White British.
- The proportion of disadvantaged pupils supported by the pupil premium is well below the national average. The pupil premium is additional funding for pupils known to be eligible for free school meals and those looked after by the local authority.
- The proportion of pupils who have special educational needs or disability is below average.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress.
- The school's website complies with the requirements set out by the Department for Education.

Information about this inspection

- The inspectors visited nine lessons, one of which was observed jointly with the headteacher.
- The inspectors held meetings with pupils, members of the senior leadership team, the headteacher, subject leaders, the special educational needs coordinator, the chair of the governing body and other governors, and the school's local authority adviser.
- The inspectors took into account the 52 responses to Ofsted's online questionnaire, Parent View, and spoke with parents at the start of the school day.
- The inspectors took into account the 11 responses to the staff questionnaire.
- The inspectors observed the work of the school, including an act of collective worship.
- The inspectors reviewed a range of documentation, including the school's self-evaluation summary; the school development plan; assessment information; leaders' reports on the quality of teaching and learning; a wide range of pupils' work; minutes of governors' meetings; and records relating to behaviour, attendance and safeguarding.
- The inspectors talked to pupils about their reading and listened to them read.

Inspection team

Christine Watkins, lead inspector
Amanda Carter-Fraser

Ofsted Inspector
Her Majesty's Inspector

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