

# Linton Primary School

Main Street, Linton, Swadlincote, Derbyshire DE12 6QA

## Inspection dates

28–29 September 2016

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Requires improvement</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Require improvement</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- The proportion of pupils who achieved the expected standard in the Year 1 phonics screening check has been below average over time.
- Staffing changes have meant that teaching has not always been effective enough and some pupils have not had a consistent experience in each class. This has resulted in some pupils achieving below-average outcomes in the national key stage 1 tests.
- Some pupils across different year groups do not have the skills they need in order to understand more complex reading tasks. Although older pupils can read accurately, they are not consistently able to use a wide range of information to help them understand what they are reading.
- Some of the most able pupils, including those who are disadvantaged, are not always achieving as well as they should in key stage 1. The planning of some lessons has not enabled them to make enough progress.

### The school has the following strengths

- The headteacher has tackled the areas for improvement identified at the previous inspection with determination, and almost all areas have improved significantly. Leaders have an accurate understanding of the school's strengths and areas for development.
- Staff, parents and pupils recognise the positive changes made. They agree that teaching and behaviour have improved over the last two years.
- Children make a good start in the Nursery and Reception Years. The proportion who achieve a good level of development is above average and has risen over the last two years.
- Pupils in key stage 1 achieved much better results in the 2016 national tests. The proportion achieving the expected standard in the 2016 national phonics screening check this year increased.
- The proportion of pupils who made expected and better than expected progress in the 2015 national key stage 2 tests improved and was above average.
- Pupils are proud of the school and feel safe. They behave well in lessons and at break and lunchtimes. Attendance is average.
- The governing body has responded positively to a review of governance. Its work is clearly focused on the school's most important priorities for improvement.

## Full report

### What does the school need to do to improve further?

- Improve the teaching of reading skills by:
  - ensuring that staff in key stage 1 teach phonics more systematically, so that pupils receive a more consistent experience as they change year groups
  - developing the skills and capabilities of pupils in understanding the meaning of more complex texts.
- Ensure that some of the most able pupils, including those who are disadvantaged, who have not made consistently rapid progress in Years 1 and 2, catch up by:
  - checking that pupils who did not achieve higher levels in previous years are given work more routinely that stretches them sufficiently
  - ensuring that lesson activities enable the most able pupils more consistently to extend and deepen their understanding more effectively.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- The headteacher has tackled the areas for development that were identified previously with energy and determination. Almost all areas are now significantly better. A parent commented that 'over the last two years it is clear to me that the school made numerous changes for the better. It seems that lots of new ideas and processes have been put into place to support children's academic learning, behaviours and well-being.' This summed up the view of almost all parents who made their views known to the inspectors.
- The school's vision and ethos are communicated clearly. Parents appreciate the changes that have taken place. They say the school's values are now clearer. Pupils study topics that cover democracy, respect and tolerance, and staff ensure that pupils understand British values. Another parent, reflecting the view of many, commented on the positive changes in the school by saying that 'the headteacher has brought it on in leaps and bounds'.
- Parents also feel that the school has become very responsive to their views. They appreciate the introduction of a parents' forum. An overwhelming proportion feel that the school works with them well. Parents say that they receive helpful information about pupils in the annual reports sent home.
- Staff are positive about the changes that have taken place over the last two years, recognising that there has been a need for leaders to provide them with a high level of challenge and support. The school has experienced some significant staffing changes in the last two years. This followed a period when there was a high level of stability.
- Pupils with whom inspectors spoke during the inspection are also positive about the school. Pupils in key 2 stage feel that teaching is now much better. They appreciate the way the headteacher has ensured that behaviour has improved significantly.
- Senior leaders and teachers with responsibilities for subject areas are very clear about what needs to improve further. They are realistic about further improvements needed and they have a strong sense of teamwork and collaboration.
- Staff have benefited from additional training and support. This has resulted in pupils making much better progress, more consistent expectations for behaviour and a strong sense of collaboration and teamwork.
- The quality of teaching, especially the teaching of phonics, and expectations for the attainment of some of the younger and most able pupils have not been high enough.
- The school teaches a broad range of subjects and topics that enable pupils to develop increasingly secure skills in literacy and numeracy. The pupils have the chance to explore science, humanities and artistic topics. The school also provides a good range of additional clubs and trips that extend learning.
- Pupils learn about a wide range of themes that cover spiritual, moral, social and cultural areas of learning.
- The school makes effective use of additional funding to provide extra support for disadvantaged pupils in lessons, extra support in lessons and for smaller group work.

Such strategies are resulting in these pupils improving their attainment and progress. The physical education (PE) and sport premium funding has provided additional coaching, resources and training for staff and contributed well to pupils' health and well-being.

- The local authority has a good understanding of the school's strengths and weaknesses. It has provided focused support, and brokered additional training and support from a school with expertise in key stage 1.

### **Governance of the school**

- The governing body has responded positively to the priorities identified in the previous inspection report and commissioned a review of its work. It has tackled the areas identified thoroughly and with determination.
- The governing body has been reconstituted and checks have ensured a good range of skills within the membership.
- Governing body meetings have a clear focus on how well pupils are doing and on the effectiveness of teaching. Governors receive a good level of information from the headteacher and provide helpful challenge and support to leaders.
- Governors attend training regularly to ensure that they keep their skills up to date.
- Governors have a realistic view of how well the school is doing. They are ambitious and know that more needs to be done to achieve better consistency in key stage 1
- Governors have checked that targets set for staff match the school's priorities. They have provided good support in ensuring that the significant changes that have taken place have led to a positive culture within the school.
- Governors have checked carefully that the pupil premium funding received by the school for disadvantaged pupils, the PE and sport premium and the funding for pupils who have special educational needs and/or disabilities is used well. Although they receive regular information about these aspects of the school's work, they have not ensured that the information on the school's website is as up to date as it should be.

### **Safeguarding**

- The arrangements for safeguarding are effective.
- The headteacher has taken a strong lead in ensuring that all systems and procedures are regularly updated and thorough. Careful checks ensure that adults who work at the school, or who might visit for particular activities, are suitable.
- Staff and governors have received training regularly on the risks that pupils may face. Any concerns are recorded and checked. Risk assessments are carried out for trips and other activities. The school also encourages pupils to calculate risks for themselves. For example, one part of a wall has been adapted to allow them to climb in a controlled environment.
- School leaders have taken care to ensure that arrangements for access to the school site have appropriate levels of security.
- The culture of safeguarding within the school is strong. Staff have a good awareness of their roles and of the school's systems. This contributes to pupils saying they feel safe in school.

## Quality of teaching, learning and assessment

## Requires improvement

- Although teaching has improved significantly over the last two years, it is still not yet as consistent as it needs to be in key stage 1. The introduction of more effective targets for the performance of staff has led to improved teaching for most classes.
- The teaching of reading has been, and continues to be, a priority for the school. Almost all aspects of reading have improved over the last two years. Pupils have opportunities to read a wide range of books regularly and older pupils can read accurately. The school has identified that more needs to be done to teach pupils how to develop their understanding of texts by helping them to be more alert to information they can find in phrases and how they can use this to develop their views about meaning.
- The teaching of phonics has not always been consistent enough. Although children leave the Reception Year with skills and abilities that are average, some have not met the expected standard in the Year 1 phonics screening check.
- The proportion achieving the expected level in phonics has improved over the last two years. Leaders have identified this as a priority that requires further support.
- Across the school pupils are making good progress in mathematics.
- Leaders have identified that older pupils need to develop their skills to solve more complex problems. This aspect of their work was not strong enough in the 2016 national key stage 2 tests. The work of pupils seen during the inspection shows that they are now developing these skills well across different classes.
- The most able pupils are increasingly making good progress across most classes. School leaders check on the progress of these pupils regularly and the pupils are often given additional support, more challenging tasks, or activities that deepen their understanding more securely. These pupils have not always made sufficient progress in key stage 1 because some of the activities do not challenge them sufficiently.
- Teachers assess work regularly and thoroughly. Regular checks help them to know how well pupils are doing. Additional support, or extra focus, helps them catch up quickly if they have fallen behind.
- The quality of written comments made by teachers is consistently of a good standard. Pupils understand this system well and regularly improve the aspects identified.
- Pupils are now achieving much better outcomes in almost all classes. Expectations are usually consistently high. Regular checks ensure that school leaders have a good awareness of teaching quality.
- The school has made improving the teaching of writing a priority. Great strides have been made in ensuring that younger pupils develop their handwriting skills. Pupils are able to write with a good level of grammar, punctuation and spelling. They often write longer and more complex passages successfully when exploring topics and themes.
- Pupils who have special educational needs and/or disabilities receive well-planned support in lessons and their progress is checked on regularly to ensure they keep up.

- School leaders have ensured that staff are aware of disadvantaged pupils and have created a culture that ensures they keep up in lessons, as well as receiving additional support where they need it.
- Most planning is effective. Assessments are accurate and provide the focus for lessons. Teaching assistants provide helpful additional support for specific pupils.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- The headteacher has worked hard to ensure that the culture and ethos of the school has improved significantly since the most recent inspection. Almost all parents recognise and appreciate the changes that have taken place. For example, one commented that 'the headteacher is approachable and quick to address any concerns that arise. Improvements are constantly happening and it is difficult to recognise it as the same school it was two years ago.'
- Pupils say that bullying is rare. They feel that if it occurred an adult would support them. Staff feel that the ethos of the school is now much stronger and some previous instances of poor behaviour have declined noticeably. A few pupils say that there is still a small amount of name-calling. They also feel that this has reduced significantly in the last two years.
- Pupils feel they have better opportunities to take responsibility in school. They appreciate the introduction of a house system and the chance they have to be involved in discussions about the culture of the school. Older pupils often help the younger pupils at break and lunchtime.
- Relationships within school are positive. Staff are aware of the need to challenge any derogatory language.

### Behaviour

- The behaviour of pupils is good.
- Pupils behave well in lessons and as they move around the school. They are punctual when arriving at lessons and to school in the morning. Pupils take pride in the school and understand the importance of having the correct uniform.
- The large majority of pupils are able to sustain their concentration well as they tackle more complex tasks, and they understand the need to keep trying even when they encounter work that is difficult and challenging.
- Older pupils reflect on how the school has improved. They feel that expectations for how they should behave are much clearer. They also felt that the systems the school has introduced to reward good behaviour and challenge poor behaviour are now much better.
- Staff and parents confirm that behaviour at the school is now good. In previous years, a small number of pupils have been excluded. During the last year there was no exclusion. This reflects the changing culture of the school, which is now consistently orderly.

- The school has introduced specific support, known as 'the lifeboat', for pupils who find it difficult to play cooperatively, or to manage their feelings. This has had a positive effect for these pupils.
- The attendance of pupils is now average and has improved in each of the last two years.

## Outcomes for pupils

## Require improvement

- The proportion of pupils who achieved the expected level in the Year 1 national phonics screening check has been below average for each of the previous three years. It has improved and, in provisional 2016 results, the proportion reaching the expected level was much closer to the national average.
- Pupils have previously attained below-average outcomes in the national Year 2 tests. Despite the staffing problems the school has faced, provisional 2016 results are at the national average across all areas. Almost all pupils who did not achieve the expected standard in the Year 1 phonics screening check in the previous year have now met this standard.
- School leaders and staff who have responsibility for subjects check carefully that these pupils are achieving as well as they should. In a small number of cases in key stage 1, the planning of the work for these pupils is not effective enough.
- In the 2015 key stage 2 national tests, the proportion of pupils who achieved the expected level was below average. The progress of pupils, from their different starting points, was above average.
- In the provisional 2016 key stage 2 test results, the proportions of pupils who achieved the expected level in writing and in the use of grammar, punctuation and spelling were at the national averages. The proportion achieving the expected level in mathematics and reading was below average. Checks made by the school on the attainment of these pupils, as well as work seen during the inspection, shows that these pupils made good progress from their below-average starting points in key stage 1. They made especially rapid progress in Years 5 and 6.
- Disadvantaged pupils are increasingly making good progress across the school. The school uses clear information about the progress made by current pupils to ensure they do not fall behind others. Across the school they are increasingly doing as well as their peers, and where they are not they are catching up rapidly.
- Pupils who have special educational needs and/or disabilities are making good progress from their different starting points. School leaders have ensured that the focus of the support provided for these pupils is mainly in classes, rather than relying on extensive additional support outside lessons. Teaching assistants provide effective support in lessons because the targets for these pupils are clear.
- Pupils have the opportunity explore a wider range of subjects. They are making good progress in languages, science and arts subjects. They use their skills in literacy and numeracy well to explore different topics and themes, often writing longer and more complex pieces with confidence. Pupils currently in the school are developing secure skills that will make them ready for the next stage of their education.

## Early years provision

**Good**

- Children get off to a good start in the early years. They often start in the Nursery class at levels that are below those typical for their ages. The large majority make good progress and, by the end of the Reception Year, achieve at least the expected levels in literacy and numeracy.
- The leadership of the early years is strong. Regular assessments record the progress of the children. Careful records are used well to plan the next stage of each child's learning.
- Children respond well to the routines and expectations of the Reception Year. They settle quickly and parents say they are happy to go to school.
- The large majority of the most able children exceed the expectations for their age. The children who have special educational needs and/or disabilities make good progress. By the end of the Reception Year, children are well prepared for the Year 1 class.
- Adults plan all aspects of learning carefully. This includes learning through well-structured activities outdoors. Activities directed by adults often encourage children to develop their learning by making choices.
- The Nursery and Reception classes provide a safe and secure environment for learning. Children get on well with to each other and respond positively to adults. They develop good social skills, learn to cooperate and take turns and behave well.
- Parents are encouraged to contribute information about children's learning and say that the information they receive about their child's progress is helpful.



## School details

Unique reference number	112978
Local authority	Derbyshire
Inspection number	10019547

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

Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	273
Appropriate authority	The governing body
Chair	Elizabeth Bowler
Headteacher	Catherine Hollis
Telephone number	01283 760 382
Website	<a href="http://www.lintonprimary.co.uk/">http://www.lintonprimary.co.uk/</a>
Email address	<a href="mailto:headteacher@linton.derbyshire.sch.uk">headteacher@linton.derbyshire.sch.uk</a>
Date of previous inspection	18–19 September 2014

## Information about this school

- The school does not meet requirements on the publication of information about its strategy for the use of the pupil premium funding and additional sports funding on its website. School leaders and governors have this information, but have not checked recently that the website has been updated.
- The school is a slightly smaller than the average primary school.
- The very large majority of pupils are of White British heritage.
- The proportion of disadvantaged pupils supported by the pupil premium funding is broadly average.
- The proportion of pupils who have special educational needs and/or disabilities is above average. The proportion who have an education, health and care plan is average.

- The school has received additional support from Melbourne Infants School.
- The school meets the government's current floor standards, which set out the minimum expectations for pupils' attainment and progress in Year 6.
- The headteacher started work at the school in September 2014.

## Information about this inspection

- Inspectors observed 17 lessons, or parts of lessons, including three sessions observed jointly with the headteacher. Additionally, inspectors reviewed a small sample of last year's written work to check the quality of learning in the school.
- Meetings took place with groups of pupils, senior leaders and staff with responsibility for specific subjects. The inspectors met the chair of the governing body, along with four other governors. Discussions took place with two representatives of the local authority.
- Inspectors considered a wide range of documents, including the school's records of the progress of pupils, a summary of the school's evaluation of its strengths and weaknesses, planning, records of behaviour and the arrangements made by leaders for the safeguarding of pupils.
- Inspectors reviewed the 64 responses to the online Parent View questionnaire.
- Inspectors considered the 11 questionnaires returned by staff.

## Inspection team

David Bray, lead inspector	Ofsted Inspector
Clive Worrall	Ofsted Inspector
Jeannie Haigh	Ofsted Inspector

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