

# Lindal and Marton Primary School

Pit Lane, Lindal, Ulverston, Cumbria LA12 0NB

## Inspection dates

29–30 January 2019

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

## Summary of key findings for parents and pupils

### This is a good school

- The headteacher provides strong and effective leadership. She has overseen significant changes at the school over the past few years. She has worked successfully, with staff and governors, to address the decline in standards at the end of key stage 2 in 2017.
- Personal development, behaviour and welfare are outstanding. Pupils have exemplary attitudes to their school work. They are polite and respectful towards each other and the adults who teach them.
- Pupils achieve well in mathematics. They learn basic number facts exceedingly well and are highly competent when using their mathematical knowledge and skills to investigate and solve problems.
- Pupils make strong progress in reading. The teaching of phonics is highly effective and helps most pupils to develop into confident readers by the time they start in key stage 2. Many older pupils read widely and often.
- Although there is a broad curriculum in place, leaders do not keep a close enough check on pupils' progress in subjects other than English and mathematics. As a result, pupils' progress in some of these subjects, such as history and geography, is variable.
- Parents are highly supportive of the school. Almost all of those who responded to Parent View said that their children are taught well and that the school is well led and managed.
- Pupils are rightly proud of their school. They arrive on time and attendance is above the national average.
- Staff feel valued. They are fully supportive of the school's leadership. They have access to good-quality training and share the headteacher's high ambitions for the school.
- Older pupils do not routinely apply their knowledge of grammar, punctuation and spelling when writing in English or in subjects in the wider curriculum.
- Teaching assistants provide effective support to pupils, both in class and when working with groups or individuals.
- Children get off to a good start in the early years. They make good progress and are well prepared for the move into Year 1. However, expectations of the most able children are sometimes too low.

## Full report

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

- Improve teaching, learning and assessment by ensuring that:
  - pupils routinely apply their knowledge of grammar, punctuation and spelling when writing in English and subjects across the curriculum
  - teachers provide greater challenge in geography and history
  - the most able children in the early years receive good levels of challenge.
- Improve leadership and management by ensuring that:
  - regular checks are made on the work that pupils produce in all curriculum areas.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- Since her appointment in 2015, the headteacher has overseen major changes at the school. During this period, new teachers were appointed to each class and there were several changes to the governing body. These changes have been managed extremely well by the headteacher, and the school is well placed to build on its many strengths.
- The headteacher has worked effectively with the new staff team to strengthen the quality of teaching. Staff feel well supported and have regular access to relevant training, which they value highly. They are fully supportive of the school's leadership and share the headteacher's ambition for the school to improve further.
- Over recent months, teachers have worked in partnership with senior leaders and external consultants to improve the quality of teaching. Although there are signs of recent improvements, leaders have not been able to ensure that teaching is of a good enough standard in all classes across the school.
- Pupils have access to a broad and balanced curriculum. Music and physical education are particular strengths. Good-quality art teaching is reflected in the many attractive displays of pupils' work around the school. However, leaders have not ensured that pupils learn well in all curriculum areas. As a result, some pupils make limited progress in developing their knowledge and understanding in geography and history.
- Although there is a broad curriculum in place, leaders do not keep a close enough check on pupils' progress in subjects other than English and mathematics. As a result, pupils' progress in some of these subjects is variable.
- Leaders ensure that pupils' spiritual, moral, social and cultural development is supported well. Leaders use carefully planned whole-school assemblies to explore different religions. There is also a focus on British values during lessons so that pupils develop their understanding of areas such as democracy and justice.
- Parents are highly supportive of the school's leadership. Almost every parent who responded to Parent View, Ofsted's online questionnaire, said that the school is well led and managed.

### Governance of the school

- Governors have a strong working relationship with the headteacher. They have provided good support and challenge to her during a period of significant change at the school.
- The headteacher provides governors with detailed information about the school's performance. This helps to ensure that governors are fully aware of the school's effectiveness and of where challenges remain.
- Governors bring a wide range of expertise to their roles. They share the headteacher's commitment to continuous improvement at the school.

### Safeguarding

- The arrangements for safeguarding are effective.
- Members of staff are aware of the school's safeguarding policies and procedures. They receive regular training on safeguarding issues. Staff understand their responsibilities and know what to do if they have any concerns about a pupil's well-being or safety.
- Leaders ensure that appropriate checks are carried out on all adults who work at the school.
- Pupils are taught about various aspects of safety. Older pupils complete a course on road safety and safer cycling. Pupils who met with the inspector demonstrated an excellent understanding of how to stay safe when using the internet.
- Almost every parent who responded to Parent View said that their children are safe and well looked after in school.

### **Quality of teaching, learning and assessment**

**Good**

- The quality of teaching over time is good. Teachers have good subject knowledge and use planning effectively to help pupils learn well. As a result, pupils enjoy learning and achieve well in English, mathematics and many other subjects.
- There are good relationships between teachers and pupils. As a result, pupils develop extremely positive attitudes to their work. They apply themselves well during lessons and generally make strong progress.
- The teaching of reading is a strength of the school. Younger pupils quickly develop a good understanding of phonics. By the end of key stage 1, almost all pupils are proficient at using phonics to work out unfamiliar words. As they move through key stage 2, pupils read regularly at home and at school. Many pupils develop a love of reading and read widely and often.
- There are also strengths in the teaching of writing. The inspector saw many examples of high-quality writing. However, not all teachers ensure that pupils apply their knowledge of grammar, punctuation and spelling when writing in English and subjects across the wider curriculum. This limits the progress that pupils make across the school.
- Pupils learn well in mathematics. The work seen in books shows that teachers provide regular opportunities for pupils to practise and improve their calculation skills. Teachers also set challenging work that helps pupils to develop a good understanding of how to apply their knowledge and skills to solve mathematical problems.
- The teaching of music and physical education is strong. Both subjects are enriched through the many extra-curricular activities provided for pupils. For example, the school's choirs often perform in the local area and pupils regularly participate in sporting events.
- Teaching assistants provide good support, both in class and when working with individuals and small groups of pupils. They work closely with teachers and help to ensure that pupils make strong progress in their learning.
- There are some areas of the curriculum which need improving. For example, some of the work seen in geography and history was of a poor quality. Teachers rarely provide

opportunities for pupils to develop their writing in these subjects.

## Personal development, behaviour and welfare

**Outstanding**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Lindal and Marton Primary School is friendly and welcoming. Staff place great emphasis on the care and well-being of pupils. As a result, pupils are happy and confident. They are polite to visitors and are proud of their school.
- School leaders and staff know pupils and their families well. They ensure that appropriate support is provided for any pupils who may need it.
- Pupils develop excellent attitudes to learning. They work hard in lessons, take great care in how they present their work and are proud of their achievements.
- Leaders ensure that pupils develop an age-appropriate understanding of the potential risks they may face. For example, older pupils are taught how to stay safe on the roads through a cycling course. The pupils who met with the inspector demonstrated an excellent understanding of how to stay safe when using the internet.
- Older pupils enjoy positions of responsibility, such as acting as reading buddies to younger pupils. Pupils on the school council play an active part in school life. They helped in the design of the new playground and were recently involved in the interview process for a new teacher.

### Behaviour

- The behaviour of pupils is outstanding
- Pupils enjoy school and are rarely absent. Attendance has been above the national average over recent years and the proportion of pupils who are persistently absent is well below average.
- Pupils are polite, respectful, and extremely well behaved. Their attitudes to learning are exemplary. Classrooms are hives of activity and pupils regularly work cooperatively with each other. Incidents of low-level disruption during lessons are extremely rare.
- Pupils who spoke with the inspector said that everybody behaved well, in lessons and during breaks. Staff said that pupils' behaviour is excellent. The 46 parents who completed Ofsted's online questionnaire, Parent View, were overwhelmingly positive about children's behaviour.
- Pupils know what bullying is and explained that it rarely happens. They explained that, were bullying to occur, they know that a member of staff would listen and sort things out.

## Outcomes for pupils

**Good**

- Pupils make good progress in reading, writing and mathematics at Lindal and Marton. Due to the small number of pupils in each year group, results can vary significantly from year to year. However, the three-year average for the proportion of pupils achieving the expected standard in reading, writing and mathematics was above the national average between 2016 and 2018.
- Pupils make good progress in developing their early reading skills. The proportion of pupils passing the Year 1 phonics check was above the national average in 2018. Teachers and teaching assistants have good subject knowledge and ensure that pupils quickly become adept at recognising letters and building words. The proportion of pupils who reached and exceeded the expected standard at the end of key stage 1 in 2018 was well above the national average.
- As they move through key stage 2, many pupils develop a love of reading. Pupils who met with the inspector read widely and often. Pupils read regularly in school and often study a class novel together. The proportion of pupils who reached and exceeded the expected standard at the end of key stage 2 in 2018 was also well above the national average.
- Current pupils are making strong progress in mathematics. Pupils regularly receive good levels of challenge in lessons. They are encouraged to think hard and apply their well-developed knowledge of number and computation to solving problems. Many pupils said that they enjoy mathematics and this contributes to their high levels of attainment. In 2018, the proportion of pupils achieving and exceeding the expected standard at the end of key stage 2 was well above the national average.
- All pupils attained the expected standard in writing at the end of key stage 2 in 2018. However, the progress that current pupils are making across the school is inconsistent. In some year groups, pupils' progress is not as strong as it should be. Too often pupils make basic errors in their use of grammar, punctuation and spelling. This limits their progress in English and in other subjects across the curriculum.
- The small number of pupils who have special educational needs and/or disabilities (SEND) make strong progress from their various starting points. Leaders monitor their progress closely and ensure that additional support is provided where necessary.

## Early years provision

**Good**

- The quality of teaching in the early years is good.
- Leadership of the early years is effective. Leaders have helped to create a strong team that works well together, planning exciting learning experiences for children.
- Staff provide high-quality care and guidance. As a result, children feel safe and behave well. Children develop good attitudes to learning and show good levels of concentration when engaged in learning or carrying out tasks.
- Children make good progress in the early years from starting points that are usually at or above those typical for their age. They make good progress across all areas of learning and are well prepared for Year 1. The proportion of children achieving a good level of development has been well above the national average for the past three years.

- Staff have created a vibrant and stimulating learning environment both indoors and outdoors. They make sure that children have access to a wide range of resources that grab their interest and support their learning well. Children listen carefully to adults and to each other. They share resources well and enjoy their learning.
- Staff make regular assessments of children's learning and progress. In the main, they use these assessments effectively to plan activities that are suitably challenging for children. However, sometimes children of higher ability are not challenged well enough, particularly in mathematics.
- Parents are kept well informed about their children's progress. They contribute to initial assessments of children's starting points and are encouraged to support their children's learning and development at home.
- Good support is provided for children who have SEND. Where necessary, leaders ensure that additional staff are deployed to support these children.

## School details

Unique reference number	112193
Local authority	Cumbria
Inspection number	10090528

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	88
Appropriate authority	The governing body
Chair	Susan Bennett
Headteacher	Fiona Doran
Telephone number	01229462710
Website	<a href="http://www.lindalmarton.com">www.lindalmarton.com</a>
Email address	<a href="mailto:admin@lindalmarton.cumbria.sch.uk">admin@lindalmarton.cumbria.sch.uk</a>
Date of previous inspection	6–7 December 2011

## Information about this school

- Lindal and Marton is much smaller than the average-sized primary school.
- All pupils are White British. No pupils speak English as an additional language.
- The proportion of pupils who have SEND is slightly above the national average. No current pupils have an education, health and care plan.
- The proportion of pupils known to be eligible for support through pupil premium funding is considerably lower than the national average.
- There is one Reception class. Children attend full time.
- No current members of staff were at the school at the time of the previous inspection.



## Information about this inspection

- The inspector observed teaching, learning and assessment in all classes. Some of the observations were conducted jointly with the headteacher.
- The inspector looked at school documentation, including the school improvement plan, the school's self-evaluation document, minutes of governing body meetings and safeguarding records.
- The inspector scrutinised pupils' work in subjects across the curriculum.
- The inspector held several meetings with the headteacher. He also met with three governors, including the chair of the governing body. He spoke with a representative of the local authority.
- The inspector met with all members of the teaching staff to speak about teaching, safeguarding and the school's leadership.
- The inspector observed pupils' conduct during breaktimes and lunchtimes.
- The inspector met with groups of pupils to listen to them read and discuss behaviour and other aspects of school life. He also spoke with many other pupils informally.
- The inspector took account of the 46 responses to Parent View, Ofsted's online questionnaire.

## Inspection team

Paul Tomkow, lead inspector

Her Majesty's Inspector

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