Linton Primary School

Main Street, Linton, Swadlincote, Derbyshire DE12 6QA

Inspection dates	12–13 February 2019

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

- Strong leadership and positive relationships have led to sustained improvements in the quality of the provision.

- Subject leaders have an accurate understanding of their areas of responsibility and are leading change.

- Leaders' actions have improved pupils' behaviour, attendance and punctuality.

- The school is an inclusive community, providing for all pupils' needs and promoting a culture of equality and tolerance.

- Leaders ensure that pupils' spiritual, moral, social and cultural development is a priority and promoted well throughout the school.

- Leaders use additional funding for physical education (PE) and sport to good effect.

- Parents and carers value their role in their children's learning. They are wholly supportive of the school and its leaders.

- Leaders know the school's strengths and weaknesses well. Some of their plans for improvement lack a clear focus.

- Leaders, including governors, do not check the impact of additional funding to support disadvantaged pupils and those with special educational needs and/or disabilities (SEND) closely enough.

- Teachers have strong subject knowledge and use skilful questioning to develop pupils' understanding. Additional adults have a positive impact on pupils' learning.

- Most pupils are committed readers and interpret unfamiliar texts with confidence.

- Pupils use their phonics skills well to decode words.

- Pupils show each other and adults respect. They know how to keep themselves safe. Pupils are proud to be 'Lintonians'.

- In the early years, children's needs and interests are well met. Due to effective leadership and teaching, they make good progress.

- The learning environment is not of a consistently high quality throughout the early years settings.

- Pupils make strong progress in mathematics. Pupils' progress and attainment in writing are not as good as in other subjects, in most year groups. Their use of grammar, punctuation and spelling is not consistently accurate.

- Teachers do not always ensure that the most able pupils are challenged.

- Some pockets of less effective teaching lead to pupils becoming disengaged with their learning, particularly in key stage 1.

Full report

What does the school need to do to improve further?

- Improve the effectiveness of leadership and management by ensuring that:
  - leaders and governors monitor and evaluate closely the impact of additional funding for pupils with SEND and disadvantaged pupils, so that these pupils make good progress, including in the early years
  - leaders and governors' plans for improvements focus closely on the school's current priorities.
- Improve the quality of teaching and learning by ensuring that:
  - teachers provide pupils with increased opportunities to write at length and insist that they use their grammar, punctuation and spelling skills accurately, so that an increased proportion of pupils achieve the higher standards in writing
  - teachers plan learning that includes an appropriate level of challenge, particularly for the most able pupils
  - small pockets of less effective teaching in key stage 1 are eradicated.
- Improve the quality of the early years provision by ensuring that the learning environment in the Reception setting is consistently engaging and inviting in order to support children's learning.

Inspection judgements

Effectiveness of leadership and management	**Good**

- The school has had stability of leadership since the last inspection. This has allowed leaders to establish strong and supportive relationships with staff. They promote a consistent message of high expectations for all.

- The school's core values of respect, enjoy and achieve permeate throughout all aspects of school life. Pupils and staff have a strong sense of belonging to a nurturing community where everyone matters.

- The headteacher and other senior leaders have been a catalyst for change. They have an accurate view of the school's strengths and weaknesses. However, some of their plans for improvement lack a clear emphasis on the school's current priorities.

- Subject leaders have benefited from close support from senior leaders and have grown into the roles. They implement detailed plans for improvement in their areas of responsibility, monitoring the impact of the new strategies closely and identifying aspects that require further work.

- Leaders ensure that systems to monitor pupils' progress are rigorous and provide an accurate picture of how well pupils are achieving. Leaders hold teachers closely to account for the progress of pupils they teach. As a result, pupils make good progress.

- Leaders' actions to improve behaviour have been very effective. Pupils respond positively to clear guidelines that all staff apply consistently. With an inclusive approach, leaders work closely with families and use external agencies when necessary so that all pupils are supported well. Incidents of poor behaviour are now infrequent.

- Leaders ensure that pupils' attendance is closely monitored. When pupils are absent, leaders take swift and appropriate action to bring about improvements and ensure that they are safe. Attendance is above the national average.

- Pupils' spiritual, moral, social and cultural understanding is a fundamental part of the school's curriculum. Leaders often use pertinent events to make pupils' learning more relevant. For instance, during the school's annual enterprise week, pupils raised the funds to purchase a defibrillator. Pupils learn to appreciate different religions, for example through visits to the Derby Open Centre. Pupils' understanding of British values is, however, less well developed.

- Additional monies to support PE and sport are used creatively by leaders. Children in the early years benefit from 'YogaBugs' sessions, while a 'ninja' trail has improved pupils' levels of fitness. An increased proportion of pupils take part in, and are becoming more skilled at, a growing number of activities.

- Leaders provide parents with a range of different ways to be involved in their children's learning. For instance, parents appreciate being invited to the 'show case' events each half term, when pupils share examples of their best work. Parents welcome how approachable staff are and how swiftly staff deal with any concerns they may have. In the words of one parent, 'Linton allows my children to thrive.'

- Staff and parents are overwhelmingly supportive of the school's leadership. All staff who responded to the online survey said that leaders motivated, challenged and

supported them in their work, while being considerate of their well-being. Staff are proud to be members of the school.

- Leaders ensure that pupils who are children looked after receive close, often bespoke, support which allows them to flourish.

- Leaders provide pupils with a broad and balanced curriculum that is well planned. They ensure that pupils experience a variety of learning opportunities, often within the local environment.

- Leaders monitor the quality of teaching closely. They regularly provide additional training for teachers to develop their skills and improve their practice, for example in assessing pupils' work. However, small pockets of less effective teaching remain.

- Pupil premium funding is used largely to provide additional teaching to support disadvantaged pupils' learning. However, leaders' plans to assist these pupils are not as effective as they should be. Leaders and governors do not stringently check the impact of different strategies on these pupils' progress to ensure that it has the maximum impact.

- Leaders have not ensured that the needs of all pupils with SEND are met sufficiently well. They do not consider the impact of support for these pupils closely enough and the evaluation of how funding for these pupils is spent lacks precision.

Governance of the school

- Governors have sharpened their work in supporting senior leaders and holding them to account. They are reflective and have, as a body, become more skilled at the role, with governors completing additional training when necessary.

- Within the governing body, governors have clearly defined roles so that key aspects of leaders' work can be checked in more detail, for instance pupils' outcomes information.

- Governors have not ensured that leaders' use of additional funding to support pupils with SEND or those who are disadvantaged is helping these pupils make the progress of which they are capable.

- Governors and the local authority understand their responsibilities for safeguarding. However, their oversight has not been precise enough to reveal some weaknesses in the school's safeguarding procedures, which have now been rectified.

- Recent support from the local authority has had the most noticeable impact through 'Project Read'. Additional training for staff has helped to improve their teaching of reading and, as a result, pupils' outcomes.

Safeguarding

- The arrangements for safeguarding are effective.

- The school site is safe. No one can enter the buildings without being known.

- Leaders responsible for safeguarding have received up-to-date and relevant training, including in relation to radicalisation and extremism. They work closely with external agencies to support pupils who are at risk.

- Staff have read and understood the latest safeguarding information on keeping pupils

safe in education. They understand how to spot the signs of abuse or neglect of a pupil and appreciate the importance of making timely referrals if they have any concerns, no matter how small.

- Pupils are safe in school and are taught how to reduce the risks they may face, including when online. For instance, older pupils recently benefited from workshops delivered by the National Society for the Prevention of Cruelty to Children on the theme 'Speak out. Stay safe'. Parents feel their children are safe and well cared for at the school.

- Recent changes made by leaders ensure that pupils' safeguarding records are more precise and securely stored. During the onsite inspection, improvements made to the records of recruitment checks for staff and volunteers have made sure that these systems are now fit for purpose.

Quality of teaching, learning and assessment Good

- Positive relationships between adults and pupils create a safe environment that is conducive to learning. Most teachers reinforce their high expectations of pupils' conduct and pupils are very responsive to adults' requests. Pupils' positive attitudes help them to make strong progress.

- Pupils are curious about the world about them and many grasp challenging new concepts quickly. For instance, pupils asked searching questions during a discussion in religious education, such as, 'Is God a myth?' and 'If God is real, who made dinosaurs?'

- Teachers use their strong subject knowledge to pose well-considered questions, link pupils' ideas and develop their explanations. For example, in a reading lesson, pupils persevered to understand complex vocabulary in response to the teacher's probing questions.

- Teachers identify pupils' misconceptions quickly and provide focused support to correct any errors. They use examples of pupils' work successfully to model good writing techniques and use of vocabulary to the whole class.

- Additional adults support pupils' learning effectively. They possess strong subject knowledge, which they use to good effect when working with individual pupils or small groups. They have received focused training to support pupils with more challenging behavioural needs appropriately. All pupils respect them and value their support.

- Pupils are not concerned about making mistakes. They are increasingly confident at reviewing and editing their own, and each other's, work. Teachers provide pupils with feedback to help them improve their work, in line with school policy. Pupils respond positively to this advice and evidence in their workbooks shows that it helps to move their learning to the next stage.

- Adults have a detailed understanding of how to teach letters and sounds and are ambitious for the pupils. They revisit 'tricky' words and challenge pupils to use them in sentences, to consolidate their learning. These pupils apply their phonics skills readily to new words, while older pupils still draw on these skills to decipher unfamiliar texts.

- As part of the local authority's 'Project Read' initiative, teachers provide pupils with more opportunities to read and acquire a rich vocabulary. Many pupils are confident and resilient readers and enjoy visiting the 'Starbooks' reading café to talk about their

book choices. There is a developing culture of reading among all pupils.

- Pupils enjoy learning mathematics. Many pupils can explain mathematical problems with confidence and provide reasons for their answers. However, some teachers do not move pupils' learning on to more difficult concepts when they are ready, meaning pupils, particularly the most able, do not always feel challenged.

- Teachers are becoming increasingly skilled at using the pupils' information to inform their planning, so that learning more closely matches pupils' needs. However, this is not always the case for pupils with SEND.

- Teachers provide pupils with more opportunities to practise their writing skills across the curriculum. For instance, pupils used a trip to the Ironbridge as a stimulus to write a letter based on the Great Exhibition. However, the most able pupils do not always demonstrate the stamina required to produce extended pieces of writing. Some pupils leave work unfinished because the teacher moves the learning on too quickly.

- Most teachers routinely insist on pupils using accurate grammar, punctuation and spelling in their work. However, this is not the case with all teachers, leading to some pupils making repeated errors.

- On the few occasions when teaching is less effective, teachers' low expectations and poor planning lead to some pupils taking less pride in their work and becoming distracted. This is sometimes the case in key stage 1.

<table>
<tr><td>Personal development, behaviour and welfare</td><td>Good</td></tr>
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Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. As proud 'Lintonians', pupils understand what it means to be a member of the school. The school's house system promotes a strong sense of community between pupils of different ages.

- Leaders provide ample occasions for pupils to celebrate each other's differences, for example the school is a Stonewall Champion School. Pupils are confident that the school is a welcoming one. As one pupil explained to an inspector, pupils accept others irrespective of 'gender, race, culture, colour of skin or beliefs'.

- Pupils engage well and have enthusiastic attitudes to learning. They are self-assured, motivated and enjoy sharing their thoughts and ideas with others.

- Pupils enjoy taking on responsibilities within school, for example as part of the 'pupil voice' group, as a member of the anti-bullying committee or as a digital leader. These opportunities help pupils feel valued and listened to by staff.

- Pupils are knowledgeable about staying safe. They can explain clearly how to stay safe online and protect themselves from harm.

- Incidents of bullying are rare. Pupils play an active role in reducing instances of bullying, for example by designing a pupil-friendly guidance leaflet. When bullying does take place, pupils are confident that adults resolve any issues quickly.

- Pupils' needs are met sensitively by staff. Through the 'Lifeboat' group, all pupils can access additional support to meet their social, emotional and mental health needs. This

provision reflects the inclusive and nurturing nature of the school.

- Almost all parents who responded to the online survey, Parent View, said their children are happy, safe and well-looked after in school. Parents said that staff are approachable and deal with any concerns they may have promptly.

- A small number of pupils are currently educated at an alternative provider for part of their education. Leaders ensure that these pupils are safe, attend well and make good progress.

Behaviour

- The behaviour of pupils is good. Pupils understand the 'Linton Law' and respond positively to adults' high expectations of their behaviour.

- Pupils value the variety of rewards available to recognise their achievements, including weekly handwriting and bookworm awards, as well as a school 'mathlete'. Pupils aspire to achieve their gold super student award, since this means they do 'everything really well'.

- Pupils conduct themselves well. They show respect and courtesy to others at all times. The number of incidents of challenging behaviour by pupils has reduced markedly. When necessary, pupils receive effective additional support to improve their behaviour.

- Leaders use appropriate and timely interventions for those pupils who may be at risk of exclusion. No pupil has been excluded from school for the past two years.

- Attendance has been above the national average for the past two years. The proportion of pupils who are persistently absent is below the national average.

- Few pupils are late to school. Pupils and parents understand the importance of arriving at school on time.

Outcomes for pupils	Good

- In 2018, pupils' progress in writing and reading by the end of Year 6 was broadly average. The proportions of pupils who attained the higher standard in each of these subjects increased, compared with 2017, and were in line with national averages. Most pupils left school at the end of key stage 2 well prepared to begin the next stage of their education.

- Since 2016, published information about pupils' outcomes at the end of Year 6 confirm that pupils' progress and attainment in mathematics has steadily improved. Current pupils in all year groups are making good progress in mathematics from their starting points.

- By the end of Year 2, pupils' attainment in reading and mathematics has been broadly in line with national averages for the past three years.

- The proportion of pupils who achieve the expected standard in the phonics screening check has been close to the national average for the past two years. However, too few disadvantaged pupils achieve this standard. Current pupils are making good progress in phonics.

- The proportion of pupils attaining the expected and higher standards in grammar,

punctuation and spelling has been above the national average for the previous two years. Despite this, pupils do not always apply these skills well in their written work.

- In 2018, disadvantaged pupils made good progress in writing and mathematics at the end of Year 6, compared with the national averages. However, their progress in reading lagged behind that of their peers. Current disadvantaged pupils do not achieve as well as other pupils across most year groups and subjects, particularly at the higher standards.

- The progress of current pupils in writing is not as strong as in other subjects, across most year groups. Similarly, their attainment in writing is not as strong as it should be, particularly at the higher standard.

- Leaders do not monitor the progress of pupils with SEND sufficiently well. Not all pupils with SEND are making strong progress.

Early years provision   Good

- The leader of the early years has a clear understanding of the quality of the provision. Through her confident leadership, both the Nursery and Reception settings continue to thrive.

- Leaders assess children's progress accurately, using a rigorous tracking system. During their time in the early years, children make good progress. The proportion of children achieving a good level of development has been at or above that seen nationally for the previous four years.

- Children are making good progress currently across all areas of learning. They are well prepared to start Year 1.

- Relationships between children and adults are a strength. Leaders have ensured that well-established routines provide children with an orderly and calm start to each day. Children are nurtured in a safe environment, which gives them the confidence to take risks. They settle in well and enjoy coming to school.

- Leaders plan an engaging curriculum that is flexible to children's needs and interests and includes both child-initiated and adult-led learning. Leaders make the most of the local environment, for instance involving children in a 'Forest Schools' experience regularly. As a result, children are enthusiastic about learning.

- Teachers provide children with a range of learning choices, both inside and outdoors. They offer children different opportunities to practise their literacy and numeracy skills, and to solve problems. Children move between the different areas with ease, making their own decisions about what, and how, they want to learn.

- Children are very supportive and encourage each other when they get stuck. They show high levels of concentration and resilience, persisting with an activity to consolidate their learning. Children readily share resources and enjoy taking responsibility for tidying up.

- Most adults model language and the use of vocabulary well. They encourage children to talk about their ideas and their learning. On occasion, adults in the Nursery provision do not promote children's speech and language development as effectively.

- Parents are very positive about their children's experiences in the early years. Leaders

ensure that parents are fully involved with their children's learning. For example, parents enjoy celebrating their children's 'showcase' moments in school each half term.

■ Safeguarding in the early years is effective. Teachers follow well-established routines when children arrive and leave at the start and end of the day. They take every opportunity to teach children how to stay safe as part of the curriculum.

■ Leaders ensure that children are well prepared before they move into Year 1. Children with SEND receive additional support so that they make a successful transition.

■ Leaders' plans to support disadvantaged children are not consistently effective at helping these children catch up with their peers.

■ Leaders have not ensured that the Reception provision is as attractive, well organised and stimulating as the Nursery environment.

School details

Unique reference number	112978
Local authority	Derbyshire
Inspection number	10057647

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	289
Appropriate authority	Local authority
Chair	Mrs Liz Bowler
Headteacher	Mrs Catherine Hollis
Telephone number	01283 760382
Website	www.lintonprimary.co.uk/
Email address	headteacher@linton.derbyshire.sch.uk
Date of previous inspection	28–29 September 2016

Information about this school

- The current headteacher and chair of governors have been in their roles since the last inspection in September 2016.
- The school is an average-sized primary school. There are some classes which contain mixed-year groups of pupils.
- The proportion of disadvantaged pupils is similar to the national average.
- The proportion of pupils with SEND is close to the national average.
- Most pupils are from White British backgrounds.
- The school runs its own breakfast club.
- The school is a member of the Swadlincote School Improvement Partnership.
- The school uses Springfield Junior School and the Owls Nurture Group as alternative providers.

Information about this inspection

- Inspectors observed learning in 26 lessons. Some of these lessons were visited jointly with senior leaders.

- Inspectors looked at samples of pupils' work covering a range of subjects, abilities and year groups.

- Inspectors met with two groups of pupils and spoke informally with pupils during lessons, lunchtimes and breaktimes. An inspector also heard some pupils read.

- Inspectors observed the behaviour of pupils at playtime and lunchtime and as pupils moved around the school.

- Inspectors held a range of meetings, including with the headteacher, the deputy headteacher, subject leaders, leaders responsible for safeguarding, behaviour and attendance, the leader responsible for the early years and the coordinator for the provision for pupils with SEND.

- The lead inspector met with four representatives of the governing body, including the chair. The lead inspector also spoke with two representatives of the local authority.

- Inspectors met with parents at the start of the school day. They also considered the 92 responses to Ofsted's online survey, Parent View, including the 52 responses made through the free-text service.

- Inspectors took into account the 22 responses to the staff online survey and the 39 responses to the pupils' online survey.

- Inspectors scrutinised a wide range of documents relating to the school's provision, including self-evaluation and improvement planning records; minutes of meetings of the governing body; safeguarding procedures and records; behaviour, attendance and exclusion records; information about the progress and attainment of all pupils; plans related to additional government funding; external reports on the work of the school and information on the school's website. The lead inspector also checked the school's single central record and the school's system for recruiting staff.

Inspection team

Rachel Tordoff, lead inspector	Her Majesty's Inspector
Gayle Bacon	Ofsted Inspector
Pete Strauss	Ofsted Inspector

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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