

# Inspection of Lings Primary School

Hayeswood Road, Lings, Northampton, Northamptonshire NN3 8NN

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Inspection dates: 15–16 October 2019

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Early years provision

**Good**

Overall effectiveness at previous inspection

Good

## **What is it like to attend this school?**

Pupils are proud of their caring school. They feel safe in school. They trust adults to listen to them and support them when they need it. They enjoy activities that make learning fun, such as golf and gymnastics or visiting the National Gallery. They can perform in 'Romeo and Juliet'. They appreciate that teachers help them to get better at reading, writing and mathematics. They feel that, sometimes, they could work harder.

Leaders want pupils to 'set the standard' and achieve their best. They have high ambitions for all pupils to achieve well. However, pupils cannot remember some of the important information from their lessons that leaders want them to know.

Pupils enjoy taking on responsibilities. Play leaders said, 'It makes me feel good when I help others.' Pupils explain their thoughts in a mature and considerate way. They support each other. Pupils wholeheartedly agree that 'We don't judge people here.'

Pupils behave very well in the classroom. They think the rules are fair. They enjoy receiving house points as rewards, for example for being kind or working hard. Pupils say that bullying happens rarely, if at all. They say that adults are quick to help them sort out disagreements.

## **What does the school do well and what does it need to do better?**

Following the last inspection, standards began to fall. Pupils underachieved in many subjects. The decline in standards has stopped. The new leaders are determined that all staff will have high expectations of what pupils can achieve. They have focused on the right things to improve the quality of education that pupils receive. However, they know that it is not yet good enough.

Teachers plan lessons in mathematics that build on what pupils already know. Pupils develop their number skills well. They become more confident at solving mathematical problems. Pupils gain the knowledge that they need so that they can take on even more demanding work in mathematics as they move through the school.

Teachers link writing lessons to interesting topics that pupils are studying. This helps pupils to expand their vocabulary. Pupils use the new words they have learned to improve their writing. Teachers make sure that most pupils use their grammar and punctuation skills correctly when they are writing. Pupils achieve well in writing.

Leaders have introduced new methods for teaching phonics and reading. Teachers read a range of age-appropriate books to pupils. These include story books and information books. Pupils enjoy using the library. Teachers make sure that pupils have time to read every day. Leaders have started to check that all teachers follow the new methods precisely. Not all teachers make the best use of the time set aside

for reading.

In other subjects, such as English, science and history, teachers are clear about what pupils need to learn and when. This helps teachers to plan lessons that build on what pupils have learned before. However, some teachers do not give pupils work that is demanding enough.

Leaders identify pupils with special educational needs and/or disabilities and pupils who are at risk of falling behind. They consider carefully the extra help these pupils need. They put it in place so that these pupils can catch up and keep up.

The trust has worked with leaders to improve the curriculum. They have written clear plans for most subjects. These include what they want pupils to learn, revisit and remember. Leaders have provided some training for subject leaders and teachers. However, leaders have not yet put these plans in place in all subjects.

Staff in the early years work closely with families. They make sure that children settle well into school life. They build positive relationships with children. Staff develop children's language skills at every opportunity. They plan learning that is exciting for children and captures their interests. Teachers build children's knowledge and understanding so that they are ready to start Year 1.

Pupils behave well. We saw very little low-level disruption during lessons. Staff give pupils many opportunities to develop as considerate, happy and healthy individuals. They can take part in residential visits or visits to theatres, art galleries and places of worship. They can work with local magistrates and organise charity fundraising events. Pupils are proud to represent their school in many sports and dance events.

Leaders care about staff's well-being. Staff appreciate this. Leaders have developed a strong sense of teamwork throughout the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

Pupils' welfare is the school's highest priority. Staff know the signs that may mean a pupil is at risk of harm. They share any concerns with leaders so that timely support is given.

Leaders check staff's suitability to work with children before they start to work at the school. Staff receive regular safeguarding updates and training.

Leaders work well with external agencies to provide help and support for pupils who need it. Pupils learn how to keep themselves safe. Pupils understand how to stay safe when online and when crossing roads. They have a good understanding of healthy relationships.

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

### (Information for the school and appropriate authority)

- The senior leadership team has introduced appropriate curriculum frameworks and training for teachers. Pupils' outcomes in mathematics and writing have improved considerably. However, actions taken to improve the reading curriculum have not yet been as effective. Leaders should ensure that approaches to phonics and reading are refined so that pupils become fluent and confident readers, ready for the next stages of education.
- The work that teachers set for pupils does not always match the ambition of the curriculum. Leaders need to make sure that teachers plan work that is demanding enough for all pupils.
- The trust has worked with leaders to develop a coherently planned and well-sequenced curriculum. Together, they have identified the key knowledge and skills that they want pupils to learn in foundation subjects. Leaders should now make sure that these plans are being successfully implemented so that pupils know and remember more.
- Senior leaders have started to provide subject leaders with the training and support they require. However, some subject leaders have not fully utilised this training to improve the quality of education in their area of responsibility. Senior leaders should provide further support to ensure that all subject leaders fulfil their roles.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

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.

## School details

<b>Unique reference number</b>	138955
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	10110105
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	383
<b>Appropriate authority</b>	Board of trustees
<b>Chair</b>	Adrian White
<b>Headteacher</b>	Jill Ramshaw
<b>Website</b>	<a href="http://www.lings-primary.co.uk">www.lings-primary.co.uk</a>
<b>Date of previous inspection</b>	2 February 2016

## Information about this school

- The trustees of the Northamptonshire Primary Academy Trust put in place an academy improvement board (AIB) in September 2017. This followed a significant drop in pupils' results in national assessments of reading, writing and mathematics in 2016 and 2017.
- The AIB restructured the senior leadership team in February 2018. An experienced executive headteacher was appointed from within the trust, along with two heads of school.

## Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- Inspectors met with the executive headteacher and heads of school. They spoke to the trust's chief executive officer and the chair of the AIB.
- Inspectors examined the quality of education pupils receive in reading, mathematics, writing, science, physical education and religious education. This included discussions with subject leaders, teachers and pupils, visits to lessons with leaders and scrutiny of pupils' work.

- Inspectors checked the school’s approach to safeguarding. They met with the designated safeguarding lead, family support workers, members of the AIB and school administrative staff. They scrutinised documentation, such as school policies and records of recruitment and vetting checks. Inspectors spoke to a range of staff about safeguarding, including breakfast club supervisors, lunchtime supervisors, office staff and classroom staff.
- Inspectors spoke to a range of pupils about school. They observed pupils across the school day, including at lunchtime and breaktime. They spoke to parents at the end of the school day and considered the 46 responses to Parent View, Ofsted’s online questionnaire. They considered the 35 responses to the online staff questionnaire. There were no responses to the online pupil questionnaire.
- Inspectors examined a range of documentation, including published information about the school’s performance in national assessments, the school’s self-evaluation, the school improvement plan, information related to behaviour and attendance, and the information published on the school’s website.

### **Inspection team**

Mandy Wilding, lead inspector	Ofsted Inspector
Janis Warren	Ofsted Inspector
Pete Strauss	Ofsted Inspector

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