

Inspection of Lingfield Primary School

Vicarage Road, Lingfield, Surrey RH7 6HA

Inspection dates: 20 and 21 April 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Everyone is on the same page at Lingfield in striving for their 'personal best'. There is a buzz around the school that is infectious. Pupils are cheerful and content. Parents are full of praise for the 'happy memories' their children experience.

The new headteacher and her team set high aspirations. Pupils work hard and look out for each other. There is a family feel. Bullying is not a worry because staff address any fallouts quickly. Pupils feel safe and know who to turn to for help. The pupil anti-bullying ambassadors are always on hand.

All pupils are fully included in the life of the school. They are encouraged to be future leaders. Elected pupils pledge their manifestos and are motivated to lead through the school's values of respect, resilience and relationships. They enjoy showing new parents around the school and actively supporting the local community.

Across the curriculum, pupils develop curiosity and ask deep questions. They are encouraged to shine in a range of disciplines. Pupils enjoy being outdoors undertaking first-hand experiences. They adore the school trips and the knowledgeable visitors who enhance their learning. Leaders have lifted teachers' expectations, but there is work to do to challenge every child academically.

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

Senior leaders have energised staff to be the best version of themselves. Leaders use educational research well to do this. They have created a 'culture deck' to support all staff to achieve the school's improvement priorities. These actions are streamlined so nobody feels overwhelmed. By doing fewer things in greater depth, staff have the time to embed new practice. Leaders are working with all teachers to ensure consistent and effective delivery of the curriculum. Staff have bought wholeheartedly into leaders' vision and they do not want to work anywhere else.

Ambition lies at the centre of all subjects. The sequencing of knowledge has been mapped out so that the end points pupils should reach in Year 6 are clear. Currently, not all the steps are precisely identified in all year groups. Work is underway in fine tuning this in early years.

Making knowledge 'stick' so that pupils remember it is a regular feature of lessons. Teachers use quizzes to find out if pupils have fully grasped a concept. They pose questions from previous weeks and school terms. This strengthens pupils' memories of what they have learned. Many pupils are confident in verbalising what they know and remember.

The approach to teaching some subjects is through creative means. Pupils are encouraged to think and work together. However, teachers do not always set work

that is challenging enough. Pupils can complete tasks which do not help them best learn the knowledge they need. Some of the activities limit pupils' potential.

From the start of Reception, children follow a rigorous phonics programme. Staff only use the resources that come with the plans. Every adult follows the timetable as set out. No learning time is lost because the implementation is meticulously organised. This means that children get full practice in reading, writing and spelling. Impressively, the youngest children sit well at a table and show good pencil control. In lessons and at home, pupils always read books that match the taught sounds. However, the COVID-19 pandemic has resulted in some younger pupils unable to read fluently. Catch-up is leaders' number one priority. Targeted pupils get extra practice with reading before or after school. This is making a real difference.

Pupils with SEND get a good deal. This is because leaders swiftly identify additional needs and put in the right support fast. They monitor closely how pupils with SEND learn the curriculum. Teachers adapt tasks where needed so no child is at a disadvantage. Adults are well trained. They prioritise pupils' communication and language and develop pupils' independence every step of the way.

Routines are commonly understood by pupils. They know what is expected in lessons and when moving around the school. Leaders will not let any child disrupt the learning of another. Pupils are taught effectively how to manage feelings. They respect each other and embrace others who may have a different skin colour or religion to them. Lingfield is an accepting place for all.

Governors challenge well. They know exactly how the school's priorities are going. They ensure that they receive the right information from leaders. They synthesise the salient points. In recruiting new members, governors want the very best. They carry out a robust process to complement the team's existing skillsets.

Safeguarding

The arrangements for safeguarding are effective.

Adults know safeguarding is 'everyone's business'. The designated safeguarding lead is inspirational in how she never gives up. She does not take no for an answer in securing help for a child and their family. Record-keeping is diligent. Every conversation is noted. Staff are continually trained. The Monday bitesize briefings inform and educate.

Staff do their utmost in supporting pupils with medical conditions. Communication with relevant healthcare professionals is excellent.

Online safety is first and foremost since the COVID-19 pandemic. Leaders have brought forward topics in the curriculum to teach younger pupils about risks and abuse.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Teachers do not always translate the school's curriculum thinking successfully. Sometimes, work set for pupils is not demanding enough. This hinders pupils from learning extensive knowledge. Consequently, they are not as well prepared as they need to be for key stage 2 or key stage 3. Leaders need to continue to focus on developing staff's knowledge so that they consistently challenge all pupils to produce work of a high quality.

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 information from Ofsted Parent View 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 are the school and you are 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

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| Unique reference number | 125124 |
| Local authority | Surrey |
| Inspection number | 10227153 |
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 447 |
| Appropriate authority | The governing body |
| Chair of governing body | Caroline Henry and Cameron Turner (co-chairs) |
| Headteacher | Cassandra Puplett |
| Website | www.lingfieldprimaryschool.com |
| Date of previous inspection | 21 March 2017, under section 8 of the Education Act 2005 |

Information about this school

- Following two terms of co-headship, the headteacher became the substantive headteacher in April 2021.
- The school does not currently use any alternative provision.

Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, senior leaders, staff and pupils. The lead inspector met with five governors, including the co-chairs. He held a telephone conversation with a representative from the local authority.
- The inspection team carried out deep dives into these subjects: early reading, mathematics, science, geography and physical education. To do this, they met

with subject leaders, looked at curriculum plans, had discussions with staff and pupils, visited lessons and looked at pupils' work.

- Some pupils were observed reading to a familiar adult by the lead inspector.
- To evaluate the effectiveness of safeguarding, inspectors spoke with staff and pupils. The lead inspector met with the headteacher and designated safeguarding lead to examine records and actions. This included sampling a range of safeguarding documentation. The team inspector reviewed checks on the safer recruitment of adults.
- Inspectors talked to pupils from different year groups about their learning and experiences at school.
- The views of staff, pupils and parents were gathered through discussions and Ofsted's online surveys.
- The inspection team scrutinised a range of documentation provided by the school. This included leaders' self-evaluation and school development priorities, policies, curriculum documents, published information about pupils' performance, pupil premium strategy, a school improvement visit report from the local authority and minutes of governors' meetings.

Inspection team

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|-----------------------------------|-------------------------|
| James Broadbridge, lead inspector | Her Majesty's Inspector |
| Andrew Hogarth | Ofsted Inspector |
| Emma Law | Ofsted Inspector |

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