

Inspection of Linton Mead Primary School

Central Way, Thamesmead, London SE28 8DT

Inspection dates: 15 and 16 November 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?

Pupils at Linton Mead are happy, confident and enjoy coming to school. Pupils feel safe here because of the warm and caring relationships between staff and pupils.

Leaders and staff have high expectations for pupils' achievement. They want the best for all of them, including those pupils with special educational needs and/or disabilities (SEND). From the Nursery class up, pupils learn effectively. Children in the early years are well prepared for the demands of the Year 1 curriculum.

Pupils' behaviour and attitudes are positive. Classrooms are calm and orderly, and pupils are focused on their learning in lessons. Low-level disruption is rare and when it does occur, it is dealt with swiftly by teachers. This means that any incidences do not impact on the learning of others. Pupils are respectful and helpful, and at social times, they play well together.

Pupils understand what bullying is and said that it does not happen here. They know they can talk to adults if there are any issues. If problems occur, adults sort things out quickly.

Leaders aim to develop pupils' talents and interests through the range of extra-curricular clubs they make available, such as chess, archery, badminton and pottery. Older pupils have 'travel training' to prepare them for secondary school. They are taught how to keep safe when travelling independently.

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

Leaders have made reading a high priority. A systematic phonics curriculum is now in place which starts as soon as children join the school in the early years. All staff have been well trained, and they have the skills and expertise to deliver high-quality phonics and reading sessions. From the start of Reception, children quickly build their knowledge of sounds. Effective support is put in place for children that fall behind. Reading books are well matched to the sounds that pupils know. As a result, pupils learn to read fluently. They are also enthusiastic about reading. They enjoy story-time sessions, opportunities to read for pleasure and using the school library.

In early years, well-understood routines are in place and children settle quickly. They are taught how to manage their feelings and show sustained concentration during their independent and adult-led activities. The curriculum includes a sharp focus on developing children's communication and language. This is done step by step, through carefully selected activities and resources. For example, adults have adapted the environment and use of the outdoor area to promote and reinforce children's use of language in each aspect of the curriculum. This helps to increase children's readiness for Year 1.

Leaders provide pupils with a broad and balanced curriculum. Subjects have been planned in a logical order and leaders have thought about what they want pupils to

learn. Where this is working best, leaders have set out exactly what they want pupils to know in a subject. They have also set a clear approach for how teachers need to deliver this curriculum content. As a result, pupils are able to clearly recall the specific knowledge and skills that they have been taught. In some other subjects, where leaders' curriculum thinking is not as far forward, pupils sometimes remember the activities they have completed rather than the subject content.

In early reading and mathematics, teachers skilfully find out what pupils know and remember. Checks on pupils' learning in other subjects are not working as well. At times, misconceptions are not picked up or tackled. On other occasions, the planned learning does not build on what pupils already know. This means that, in the long term, pupils sometimes do not remember securely what they have been taught.

Pupils with SEND are supported effectively with their learning. Staff quickly identify where pupils may need extra support. They work closely with leaders to put this in place. For pupils with high-level and complex needs, a bespoke curriculum is provided through the school's 'Shore' provision. Pupils here thrive and are able to access a broad curriculum, with learning that has been expertly matched to their needs.

Pupils' personal development is well catered for. Relationships and sex education is integrated throughout the school's personal, social and health education curriculum. Through focused weekly assemblies, pupils are taught about British values and why they are so important. They learn that everyone has the right to be treated equally and the importance of respectful attitudes. This is reflected in pupils' behaviour in lessons, around the school and at social times. Pupils are polite and considerate of each other and towards adults.

The governing body provide the right balance of challenge and support to leaders. Leaders make sure that workload for staff is well managed and staff are well supported.

Safeguarding

The arrangements for safeguarding are effective.

Leaders foster a strong culture of safeguarding. All staff receive regular training and updates, and they are able to identify any signs of harm. There are clear systems in place for staff to report concerns and leaders manage these concerns effectively. Leaders work well with outside agencies when necessary.

Pupils have a good understanding of how to keep safe. They are taught how to keep safe online and how to keep physically and mentally healthy. Resources such as 'Fantastic Fred' and support from the mental health school's team aim to build pupils' resilience and give them the tools they need to look after their well-being.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the curriculum does not focus sufficiently on supporting pupils to understand and remember important knowledge. At times, pupils remember activities, rather than the building blocks of knowledge they will need for future learning. Leaders need to support teachers to implement the curriculum in a way that enables pupils to grasp and securely recall essential knowledge.
- Teachers are not checking sufficiently well what pupils know and understand in some subjects. This means that pupils are developing misconceptions, and these are not being addressed in a timely manner. Some checks of what pupils know and understand are not linked closely to what leaders and teachers expect them to learn. Leaders and teachers need to develop meaningful ways of finding out what pupils know and understand. Information gained should then be used to inform planning so that learning is better suited to pupils' starting points and prior knowledge.

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.

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

Unique reference number	100159
Local authority	Greenwich
Inspection number	10240236
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	365
Appropriate authority	The governing body
Chair of governing body	Rachel Sewell
Headteacher	Sarah Critchell
Website	www.lintonmead.org.uk
Date of previous inspection	29 and 30 September 2021, under section 8 of the Education Act 2005

Information about this school

- Leaders make use of one registered alternative provision.

Information about this inspection

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

- Inspectors discussed any continued impact of the COVID-19 pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher, deputy headteacher, senior leaders and subject leaders. They met with members of the local authority and the governing body, including the chair of governors.
- Inspectors did deep dives in the following subjects: early reading, science, geography, physical education and design and technology. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. They also listened to some pupils read.

- Other subjects, such as history, religious education and art, were also considered as part of this inspection.
- Inspectors scrutinised a wide range of documents, including those related to safeguarding, attendance, pupils' personal development and behaviour. The views of parents, carers and staff were also considered, including through Ofsted's surveys.
- Inspectors considered the effectiveness of safeguarding through discussions with leaders, teachers, support staff and pupils. They looked at records relating to safeguarding, including pre-employment checks on staff.

Inspection team

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