

Inspection of Linden Primary School

Linden Road, Gloucester, Gloucestershire GL1 5HU

Inspection dates: 19 and 20 September 2023

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?

The school is welcoming and caring. The school strives to provide the best for all pupils. Staff know the pupils well. They ensure that they meet pupils' academic, social and emotional needs.

There are high expectations and ambitions for all. As a result, most pupils achieve well. Behaviour is a high priority. Pupils know and understand the expectations for behaviour. Staff work together to support and encourage positive behaviour right from the start. As a result, children in Reception Year quickly learn the rules and routines.

There is a positive and respectful culture throughout the school. The school's values, 'inspire, achieve, nurture and respect', help pupils to know how to treat one another. Pupils recognise that the values are part of what makes their school special.

Pupils are proud of their school. They know that they can report any worries to a trusted adult, who will help them. This means that pupils enjoy coming to school and feel safe.

Pupils take part in extra-curricular activities, including trips and visits. The school provides a range of after-school clubs. Pupils participate in DJ club, karate, gym club, football and netball. This helps them to develop talents and interests.

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

The school's vision, 'Growing together to create lifelong learners', reflects the culture and ethos of the school. In designing the curriculum, it has carefully considered what pupils should know by the time they leave primary school. The school is currently making further improvements to its curriculum. The school provides pupils with the experiences they need to help them now and to prepare them well for their next steps.

Children learn to read as soon as they start school in the Reception Year. The school has introduced a phonics scheme to help pupils learn to read. Staff have received training in how to deliver the phonics curriculum. However, some staff do not identify quickly enough when pupils fall behind. This means that some pupils do not learn the phonics code quickly. Most pupils read books that match the sounds that they know. This helps them to read with confidence and fluency.

Pupils enjoy listening to a wide range of stories in class. However, some pupils do not read widely, so they find it difficult to talk about favourite books or authors. The school has identified high-quality texts for pupils to read to develop their breadth of reading.

Teaching activities support pupils to learn well. Teachers use a range of resources to help children. For example, children in the early years use practical resources and physical objects effectively to help them learn about matching. In some subjects,

teaching does not check well enough what pupils know and remember. As a result, at times, pupils struggle to recall prior learning and to build on what they already know.

The school has developed a nurturing and inclusive environment. In the early years, adults quickly get to know the needs of the children. The school swiftly identifies pupils with special educational needs and/or disabilities (SEND). Staff have the training they need to support and adapt learning for pupils with SEND. As a result, pupils with SEND have the support they need to succeed.

The school is calm and orderly. Pupils behave well. The school has carefully planned transition processes for children starting in Reception. As a result, children get off to a flying start. Children listen well to adults and their peers. Learning in Reception Year prepares children well for Year 1.

The school supports pupils with their personal development well. Pupils learn about difference, respect and equality. They understand about healthy relationships and know what it means to be a good friend. Pupils talk about the culture of mutual respect in the school. They know it is important to treat everyone fairly.

Pupils know how to keep themselves healthy, both in their physical and mental health. They learn how to keep themselves safe, including online. Pupils enjoy taking on leadership opportunities. For example, joining the school council and the pupil leadership team helps pupils to learn about responsibility.

Most parents are positive about the school. They say that staff are friendly, caring and kind. The school involves parents in their child's learning right from the start, for example through stay-and-play sessions in the early years and by providing parent workshops to support them to read with children at home.

Staff are proud to work at the school. Some describe it as being part of a family. Leaders support staff with their workload and well-being. Staff value this support.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, assessment information is not used precisely enough to check what pupils understand and can remember. As a result, sometimes teachers are not clear on what pupils know and can do. The school needs to ensure that systems and processes are in place so that teachers can check and identify how well pupils know and learn the intended curriculum.
- Phonics and early reading have been prioritised for improvement. However, some staff need to refine their skills in delivering the phonics curriculum. A minority of

pupils do not learn the phonics code as rapidly as they could. Leaders should ensure that all staff have the necessary skills to support pupils effectively in their phonics learning.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	115483
Local authority	Gloucestershire
Inspection number	10297912
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	420
Appropriate authority	The governing body
Chair of governing body	Phil Jones
Headteacher	Lucy Collins
Website	www.lindenprimary.co.uk
Date of previous inspection	24 April 2018, under section 8 of the Education Act 2005

Information about this school

- The headteacher and deputy headteacher are both new in post since the previous inspection. There have also been significant changes to the leadership team.
- The chair and vice-chair of governors started these roles in September 2023.
- The school does not use any alternative provision.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors spoke with the headteacher and other members of the school's senior leadership team. They held meetings with governors and a representative from the local authority.
- Inspectors carried out deep dives in these subjects: mathematics, early reading, history and art. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of work. Inspectors also discussed the curriculum in geography and languages.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

Inspection team

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