

Inspection of Linton Primary School

Main Street, Linton, Swadlincote, Derbyshire DE12 6QA

Inspection dates:	1 and 2 October 2024
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?

At Linton Primary School, pupils are proud to follow the 'Linton Law,' to aim high, use good manners and be kind. From the moment they arrive, pupils feel safe and supported. Pupils play a key role in fostering the school's inclusive ethos. One spoke for others in saying: 'Everyone is welcome here, no matter who they are, or where they come from.'

The school has high expectations of what pupils can achieve. Pupils, including children in the early years, benefit from a well-planned curriculum that prepares them effectively for the next stage of their learning. Pupils with special educational needs and/or disabilities (SEND) are included in all aspects of learning.

The school environment is mostly calm and orderly. Pupils earn rewards for their positive behaviour.

Linton provides rich opportunities beyond the classroom. Pupils participate in activities like gardening, forest school and sports, all of which help them develop their talents. Exciting trips, such as visits to the pottery museum and safari park, create lasting memories.

Parents and carers have positive views of the school. One, summing up the views of others, described the school as 'the hub of the community'. Parents of pupils with SEND appreciate the close support that their children receive.

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

The school has developed a coherent and well-sequenced curriculum that supports pupils' learning from the early years through to Year 6. The curriculum builds pupils' knowledge, skills and vocabulary in a logical order. This approach ensures that pupils know and remember more over time.

The early years curriculum provides a strong foundation for children to build essential knowledge and skills. Staff plan meaningful activities that spark children's curiosity. They model vocabulary well. They give children the chance to hear and repeat words and phrases linked to their learning, such as 'jingling and jangling and banging'. Children settle well and develop good routines. When they arrive in the morning, they readily hang up their coats and go straight to an activity. They learn the importance of taking turns and listening carefully.

Reading is a key priority. From the moment they begin school, children are immersed in language and stories. In the early years, staff skilfully introduce the words and concepts that children will encounter in the books they share, building their excitement and enjoyment of the text. A well-implemented phonics programme ensures that pupils quickly grasp the skills they need to become independent readers. Teachers monitor their progress closely, ensuring that those who fall behind catch up. The books available to pupils are well matched to their reading levels. In classrooms and throughout the school, dedicated reading areas offer a variety of books that promote a love of reading and encourage pupils to explore different genres.

Teachers regularly assess what pupils know and remember, repeating content to reinforce learning when necessary. On occasion, teaching staff do not ensure that pupils have mastered the small steps needed to complete a complex task. This is especially the case in writing.

The expectation is that pupils with SEND follow the same curriculum and learn alongside their peers in class. Staff closely support pupils with SEND and adapt teaching when needed, so that these pupils can achieve well.

A carefully designed programme ensures that pupils grow into well-rounded individuals. Staff develop pupils' resilience through targeted activities and pastoral support. A range of trips and visits, such as to the Pottery Museum, enriches their cultural learning. Local history projects remind pupils of the community's rich mining heritage. Mining artefacts in the school grounds enhance this learning.

Values are prominently displayed throughout Linton Primary School. For example, posters remind pupils of the importance of accepting different types of families. Pupils demonstrate their understanding of these values through positive attitudes and actions. Staff encourage pupils to take on leadership roles, helping them to develop a sense of responsibility.

Pupils' focus is not consistent throughout the school day. At times, they take too long to settle. When pupils lose concentration in class, staff do not always wait for these pupils' full attention. On such occasions, pupils sometimes miss important teaching points. This can prevent them from gaining an accurate understanding of what they are learning.

Staff express high levels of job satisfaction, feeling well supported and valued. New teachers benefit from coaching and mentoring that help them develop their practice and feel secure in their roles. The leadership is a unified team. Their focus on the right priorities is helping to ensure that all pupils achieve their best.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- On occasion, teachers set complex tasks before pupils have grasped simpler concepts, especially in writing. This hinders pupils' confidence and their ability to attempt more challenging assignments. Leaders should ensure that all staff break down learning into manageable chunks so that all pupils have the foundational knowledge and skills to tackle more complex tasks.

- Pupils' focus can vary during the school day. Staff do not always wait for all pupils to have settled to learning before they begin to teach. This can lead to pupils missing important learning. The school should ensure that all staff know how best to support pupils in developing their focus and habits of attention, so that pupils can make the most of the opportunities they have to learn.

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	112978
Local authority	Derbyshire
Inspection number	10347382
Type of school	Primary
School category	Foundation
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	281
Appropriate authority	The governing body
Chair of governing body	Liz Merrick
Headteacher	Catherine Hollis
Website	www.lintonprimary.co.uk/
Dates of previous inspection	12 and 13 February 2019, under section 5 of the Education Act 2005

Information about this school

- The school does not currently use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation 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 and have taken that into account in their evaluation of the school.

- The inspectors met with the headteacher, senior leaders and a range of staff. The lead inspector spoke by telephone to the school improvement partner.
- The inspection team carried out deep dives in these subjects: early reading, mathematics, art and history. 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 pupils' work. The lead inspector observed some pupils reading to a familiar adult.
- The inspectors looked at records of attendance and behaviour. They observed pupils' behaviour in lessons and around school and talked to them informally about behaviour, bullying and safety.
- To evaluate the effectiveness of safeguarding, the inspectors checked the school's single central record; spoke to senior leaders about safeguarding procedures; took account of the views of 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.
- The inspectors considered a range of documents, including the school's self-evaluation and improvement plans. The lead inspector reviewed minutes of the meetings of the governing body.
- The inspectors talked to parents at the end of the school day and considered the responses to Ofsted Parent View, and their free-text responses. They gathered the views of staff and pupils through discussion.

Inspection team

Deirdre Duignan, lead inspector	Ofsted Inspector
Ben Waldram	Ofsted Inspector
Tim Leah	Ofsted Inspector

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