

# Inspection of a school judged good for overall effectiveness before September 2024: Linden Primary School

Headland Road, Evington, Leicester, Leicestershire LE5 6AD

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Inspection dates:

12 and 13 November 2024

## **Outcome**

Linden Primary School has taken effective action to maintain the standards identified at the previous inspection.

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

This is a friendly and welcoming school. Pupils have a diverse range of faiths, cultures and languages. They are respectful of any differences between themselves and others. They show each other genuine care, empathy and understanding. The school is a happy family.

Pupils are polite and courteous. They listen carefully to adults and talk to each other in a respectful and mature manner. Pupils learn about bullying. They know it is not right and that they must report it to an adult. Incidents are rare and are dealt with swiftly.

Pupils feel safe. If they have any worries, they speak to a trusted adult. They can also use the 'worry-box' to share any concerns. Staff are always on hand to help out.

Pupils have positive attitudes to learning. They know they are expected to try hard and that teachers will help them learn. Pupils try their best in lessons and relish the challenges set by the staff.

The pupils live out the school values of integrity, compassion, growth and respect. They know that these values are important and will make a difference in their lives. Pupils who demonstrate these values are celebrated each week in the awards assembly.

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

The school has a sharp focus on helping pupils to read. The newly implemented phonics approach includes many opportunities for pupils to read to adults. The books that pupils read match their knowledge well. Staff are well trained. They deliver phonics effectively.

Any misconceptions or gaps in knowledge are picked up quickly. Checks on pupils' learning are frequent. Extra support is provided when needed. This helps pupils who have fallen behind to catch up quickly.

The school has thought carefully about how best to help pupils learn. There is now an agreed approach. One pupil, with a comment that was typical of many, said, 'I learn new things because the teacher shows me exactly what I need to do.' As a result, pupils learn and remember important knowledge in the core subjects. For example, pupils in Year 6 can explain how to add mixed fractions. In Year 1, pupils can use different mathematical models well to add three numbers.

The school has reviewed other curriculum areas. In these subjects, the curriculum is well sequenced. The school has identified the important knowledge that pupils need to learn. However, some staff do not check well enough if pupils have learned this knowledge. As a result, some pupils have gaps in their learning. In addition, in some subjects the quality of the presentation of pupils' work is weak. Many pupils do not have the handwriting skills they need to form letters correctly and join them appropriately.

Pupils with special educational needs and/or disabilities (SEND) are well supported. In class, they benefit from a well-adapted curriculum that suits their needs. For example, the use of word symbols helps some of these pupils to write at length. 'Now, next and then' prompts help these pupils settle into the class routine. Pupils with SEND appreciate being able to use the 'Rainbow Room' when they need a quiet space. Any pupils with high levels of need are supported extremely well by highly personalised curriculums.

The school has robust processes in place to monitor attendance. A well-defined, staged approach is used effectively in order to help pupils come to school often. As a result, attendance has improved.

Children in the early years make a strong start. The curriculum is designed skilfully to ensure that their learning builds well over time. Staff know what children need to learn. They work alongside children during their play, developing children's language and understanding. Children share equipment with one another and listen carefully. They can focus their attention for long periods of time. Staff are preparing children well for their next stage.

Staff are wholly positive about support for their own well-being. They are proud to work at the school. They feel motivated and respected. They say that leaders are very mindful of their workload.

Pupils broaden their understanding and deepen their learning through the many trips that the school provides. This includes visiting places where pupils learn how to stay safe. Pupils show an awareness of the fundamental British values. They learn about different faiths and visit places of worship. Pupils become members of the school council or join the 'eco-council'. They enjoy taking part in wider activities, such as football club or archery lessons.

## Safeguarding

The arrangements for safeguarding are effective.

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

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

- Not all pupils have acquired the necessary skills to produce well-formed and joined letters. As a result, the presentation of pupils' written work is sometimes of a poor quality and their writing can be difficult to read. The school needs to further develop its agreed approach to improve pupils' handwriting skills and the presentation of their written work.
- In some subjects in the wider curriculum, pupils do not always learn the planned knowledge. As a result, pupils' learning does not build systematically, and this creates gaps in what they know. The school should develop its approach to checking what pupils know and remember so that gaps in their learning can be identified quickly and resolved.

## Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good for overall effectiveness in June 2019.

## 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 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

<b>Unique reference number</b>	120068
<b>Local authority</b>	Leicester
<b>Inspection number</b>	10347406
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	433
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Saiful Chowdhury
<b>Headteacher</b>	Christopher Taylor
<b>Website</b>	<a href="http://www.linden.leicester.sch.uk">www.linden.leicester.sch.uk</a>
<b>Dates of previous inspection</b>	11 and 12 June 2019, under section 5 of the Education Act 2005

## Information about this school

- The school is a larger-than-average sized primary school.
- The proportion of pupils who speak English as an additional language is much higher than the national average.
- There have been significant changes to the school's leadership since the previous inspection.
- The school operates a breakfast club.
- The school does not use any alternative provision.

## Information about this inspection

- 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. The inspector discussed the impact of the pandemic with the school and has taken that into account in this evaluation of the school.

- The inspector held discussions with the headteacher and other members of the senior leadership team. The inspector met with members of the local governing body and spoke with a representative of the local authority.
- The inspector focused inspection activity on the following groups of subjects: early English and early mathematics, geography and physical education. For each group of subjects, the inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspector 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.
- The inspector considered the views of parents and carers through Ofsted Parent view. He also took account of staff's and pupils' views through their responses to Ofsted's surveys.

### **Inspection team**

Andy Lakatos, lead inspector

Ofsted Inspector

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