

Linton Mead Primary School

Inspection report

Unique Reference Number	100159
Local Authority	Greenwich
Inspection number	276261
Inspection dates	4–5 July 2006
Reporting inspector	Lyn Riley

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	
Appropriate authority	The governing body
Chair	Cllr P Kotz Mrs L Bird
Date of previous school inspection	Not previously inspected
School address	Central Way Thamesmead London SE28 8DT
Telephone number	020 8310 1902
Fax number	020 8311 0153

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Linton Mead is a larger than average primary school serving an area of significant social and economic deprivation in South East London. Pupils come from a wide range of different ethnic backgrounds and many are at early stages of learning English as an additional language. The largest groups of pupils are from Black African or White British backgrounds. Many pupils, who are new to the country, join the school during the course of the school year. The proportion of pupils with learning difficulties and disabilities is higher than average and the number of pupils on roll has risen significantly since the last inspection.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade:

What the school should do to improve further

- Raise the quality of teaching and learning from satisfactory to good
- Improve the analysis and use of national data to inform decision making and to raise standards
- Strengthen school development planning by identifying fewer priorities and focusing on clear, measurable outcomes and benefits for pupils
- Raise levels of attendance

Achievement and standards

Grade:

Personal development and well-being

Grade:

Quality of provision

Teaching and learning

Grade:

Teaching and learning are satisfactory overall with some good teaching in all key stages. Good teaching in Year 6 has enabled pupils to make good progress this year.

In the best lessons, teachers and support staff work well together, lessons are well-paced, pupils understand the lesson objectives and have a clear idea of what to do to improve their work. In these lessons, clear instructions are given and a strong emphasis is placed on pupils using accurate, relevant vocabulary.

The less effective lessons, although satisfactory, are sometimes over-complicated by too many different tasks for pupils. They are given too many instructions at once, and this slows the pace of the lesson and leads to confusion for some pupils. Time is sometimes wasted as pupils write out long learning objectives, limiting their time on the learning activity itself.

Teachers' marking and feedback to pupils is inconsistent and, whilst there are some good examples in some classes, marking does not always provide pupils with clear guidance on how to improve their work.

Curriculum and other activities

Grade:

The school places strong emphasis on the teaching of literacy, numeracy and science, through an intensive support programme provided by the local authority.

Improvements have been made since the last inspection to the amount and quality of resources for information and communication information (ICT). The school now has an impressive computer suite which is used effectively to engage pupils' interest and support their learning.

New approaches to ensuring that pupils with learning difficulties and disabilities, and those at early stages of learning English, understand and access the curriculum are having a positive impact and these pupils receive effective support from trained teaching assistants in lessons.

The school provides a good range of visits, visitors and activities designed to enrich and enliven the curriculum. The school is introducing an active curriculum that particularly meets the needs of pupils who favour a visual approach to learning and the large number of boys in some year groups.

Care, guidance and support

Grade:

The school takes good care of its pupils. As a result they feel that there is always someone they can go to if they have problems or are upset. Robust child protection and vetting procedures are in place. Bullying and any other inappropriate behaviours, including bad language, are not tolerated and are swiftly and effectively dealt with. Pupils and parents confirm this.

Regular class 'circle' time enables pupils to share their thoughts and support each other. Good systems are in place to assess how well pupils are progressing. Pupils know their learning targets and teachers' marking sometimes gives pupils clear guidance on how to improve their work, but this is inconsistent across the school.

When pupils first join the school, supportive arrangements are in place to help them settle in. Parents are given good information to help them work closely with their children's new teachers. When pupils leave at age 11, transitions to their secondary school are well managed.

Leadership and management

Grade:

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Text from letter to pupils explaining the findings of the inspection

Pupils

Thank you for welcoming the inspectors to your school and for taking the time to speak to us in lessons and around the school. I would like to particularly thank the School Council for their helpful contribution to the inspection.

The inspectors think your school takes care of you very well and provides you with a satisfactory standard of education. You behave well in school, get on very well with each other and take a pride in your work. Your parents are pleased with the school too. You told us you like your school, appreciate the improved school meals and really enjoy all the visits, visitors and clubs that the school provides - I thought your African drum playing was very good!

We have asked your school to do these things to become even better:- * Make sure all your lessons help you to make good progress* Look at how well your school does compared with other schools in England * Make sure that school plans only focus on two or three important things that will make things better for you - the pupils! You can help the school by coming to school, on time, every day so that you get the best chance to do as well as you can. It was a pleasure to meet you. With all best wishes for the future,

Yours sincerely,

Lyn Riley

Lead Inspector