



# Lingfield Primary School

## Inspection Report

**Unique Reference Number** 111596  
**LEA** Middlesbrough  
**Inspection number** 278726  
**Inspection dates** 23 May 2006 to 24 May 2006  
**Reporting inspector** Mrs Rosemary Rodger

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

<b>Type of school</b>	Primary	<b>School address</b>	Buxton Avenue
<b>School category</b>	Community		Marion
<b>Age range of pupils</b>	3 to 11		Middlesbrough TS7 8LP
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01642 319918
<b>Number on roll</b>	229	<b>Fax number</b>	01642 319686
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Dr Oliver Coulthard
<b>Date of previous inspection</b>	1 June 2000	<b>Headteacher</b>	Mr Tom Richards

<b>Age group</b> 3 to 11	<b>Inspection dates</b> 23 May 2006 - 24 May 2006	<b>Inspection number</b> 278726
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## **Introduction**

The inspection was carried out by two Additional Inspectors.

## **Description of the school**

This is a medium-sized primary school situated on the outskirts of Middlesbrough. Pupils attend the school from a wide area, which is generally socially and economically advantaged. This is reflected in the below average proportion of pupils eligible for a free school meal. An average proportion of pupils have learning difficulties and/or disabilities, including an above average number of pupils with a Statement of Special Educational Need. There are very small numbers of vulnerable pupils and pupils with English as an additional language.

## **Key for inspection grades**

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

## **Overall effectiveness of the school**

### **Grade: 1**

Lingfield Primary School is an outstanding school with no weaknesses. It provides excellent value for money. Parents are delighted with the excellent ethos created by the school and fully appreciate the impact of this on their children's progress. As one parent wrote, 'a happy child in school will always make better progress.' Standards reached by Year 6 pupils in the 2005 national tests were exceptionally high and as they have been consistently for the past three years. Achievement throughout the school is outstanding. All pupils achieve equally well. Pupils' personal development and well-being are so successful that, by Year 6, pupils take on many responsibilities, take decisions to improve the school and behave exceptionally well. The high quality care, guidance and support they receive are impressively reflected in the care and concern pupils show for others. Teachers know their pupils very well and vulnerable pupils turn readily to them when the need arises. Outstanding and inspirational teaching and learning are typified by high expectations, challenging work and tremendous enthusiasm of a very dedicated team of teachers and teaching assistants. The quality and standards in the Foundation Stage are outstanding as a result of the recent improvements to the accommodation and well resourced outdoors. The curriculum is excellent throughout the school. It provides pupils with enriching experiences, such as working with drama and art specialists, as well as laying very firm foundations in the basic skills of literacy, numeracy and information and communication technology (ICT) so that pupils are very well prepared for later life. The inspirational leadership of the headteacher and his commitment to the right of all pupils to the highest quality teaching and learning are exceptional. The school judges itself to be good with some outstanding features. Governors, parents and pupils say this is an outstanding school; the inspection team agrees. Governors are very supportive and provide a considerable level of practical support. Improvements since the last inspection have been excellent. The school has the capacity to improve.

### **What the school should do to improve further**

The school does not have any areas to improve that it has not already dealing with.

## **Achievement and standards**

### **Grade: 1**

Achievement throughout Key Stages 1 and 2 is outstanding. Year 6 pupils exceeded their challenging targets in the 2005 national tests in English and mathematics. All pupils achieve exceptionally well, including those with learning difficulties and/or disabilities, English as an additional language and vulnerable pupils. When pupils start school in the nursery, their attainment is generally above average. Progress throughout the Foundation Stage is outstanding with about a third of children exceeding the early learning goals in most areas of learning by the time they start in Year 1. Consistently outstanding teaching and learning in Years 1 and 2 result in exceptionally and consistently high standards in reading, writing and mathematics by the end of Key

Stage 1. The outstanding achievement is continued throughout Key Stage 2 and maintains the excellent progress made by all pupils. The high standards are well reflected in the quality of the work in other subjects such as history and geography. The results of the 2005 national tests in Year 6 were exceptionally high, as they have been consistently for the past three years.

## **Personal development and well-being**

### **Grade: 1**

Pupils' personal development is outstanding. Behaviour is excellent and pupils thoroughly enjoy school life. Attendance is above average. Pupils say teachers always try to make work interesting by encouraging them to do 'hands-on experiments'. They particularly enjoyed a residential visit because they did, 'adventurous things we normally do not do at home, such as abseiling and climbing tall trees.' Pupils know that exercise is good for them. They talk with enthusiasm and pride about the excellent range of sporting activity available in the school and the awards the school has won. They are always eager for it to be their turn to exercise in the adventure playground in the school grounds. They know that eating fruit and vegetables is good for you because 'it makes your bones grow stronger.' They talk with maturity about drugs and know those prescribed by the doctor are good for you whereas some are very dangerous. Pupils say school is a safe place and understand the reasons behind the school's safety rules. Children of all ages are given responsibilities and the school council is proud of the changes they have instigated in school which range from soap dispensers in the toilets to improving the millennium garden. Standards in the school are so high that children already have good workplace skills.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

The quality of teaching and learning is excellent. Parents are full of praise for the hardworking, committed and well-motivated staff. Teachers have excellent subject knowledge, very effectively enhanced through skilful use of whiteboard technology. Paired teaching in each phase unit makes an excellent contribution to continuity in learning from one class to another and makes productive use of their expertise. Pupils work very hard because expectations are so high. They are keen to succeed. An outstanding feature of teaching is the way in which pupils are encouraged to reflect on their learning. Teaching assistants provide excellent support for those pupils with learning difficulties and/or disabilities. The peer assessments and evaluations of learning at the end of lessons in Year 6 and the challenge to Year 2 pupils to recap on their learning are superb. Prior to starting their work, pupils are encouraged to refer to their targets and discuss the progress they are making. Teachers work well together, share planning and make excellent use of their specialist skills. Pupils know what they have to do to achieve well, 'we know exactly what we have to learn next'. While the school has identified a need to move their assessment arrangements to a more easily

managed system, current procedures are used exceptionally well to identify and support underachieving pupils and challenge gifted and talented pupils. Pupils have individual targets so they know what to do to improve their work. Excellent use is made of these in lessons.

## **Curriculum and other activities**

### **Grade: 1**

The excellent curriculum is very well planned in an enjoyable and interesting way to match the learning needs of all pupils. There is a strong emphasis on pupils' physical, intellectual and social development. Each year group discretely plans the core subjects of English mathematics, science and ICT. Other subjects are planned in units which last over a two-year period. This method is effective because it ensures a seamless transition in pupils' learning from one year to another. The curriculum truly equips pupils for living today, for example, local studies and a science and industry project prepared pupils well for the world of work. A key strength of learning across subjects was captured well in a study of the solar system where pupils learned important scientific facts about the solar system, made sunrise time graphs and investigated temperature patterns in different countries using the website. Pupils' learning is further enriched by a range of educational visits to places of historic and geographical interest. There is a strong emphasis on sport, art and music and the school makes excellent use of coaches and specialist teachers. After school activities are varied and well attended and provide pupils with a good sense of achievement.

## **Care, guidance and support**

### **Grade: 1**

The school provides a very caring environment for all pupils and takes pride in its high levels of care. The youngest children in the nursery settle quickly because of the caring attention given to them by staff. Child protection procedures are very well established and understood by all staff. Procedures for risk assessment are good and pupils say they feel safe and secure in school. Pupils are well supervised at all times and any problems are quickly dealt with. Circle time helps pupils discuss difficult issues and pupils know they can talk in confidence to staff should the need arise. Pupils who have learning difficulties and/or disabilities are very well supported by school staff and external agencies so they play a full and active part in this inclusive school. The oldest pupils are looking forward to beginning their secondary education because very good links exist between schools. Pupils' progress is tracked very carefully and teachers mark their work in a very supportive way. Pupils like their individual learning targets, even though they challenge their thinking. They say, 'they help us improve our work because we know exactly what we have to learn next, such as linking paragraphs together to make our stories better.'

## Leadership and management

### Grade: 1

Leadership at all levels is outstanding because the headteacher has the well-being of pupils at the heart of the school. The pupils all round development is given an equally high profile. The headteacher is very well supported by the deputy headteacher and a highly committed team of staff. Parents are unanimous in their praise of the headteacher's exceptional leadership. The view of the school's effectiveness by the leadership team is modest in its overall judgements, but very detailed in relation to the impact of actions to improve the school's work. While maintaining high standards throughout the school is a priority, the leadership team have not lost sight of the importance of enjoyment of learning and have achieved an excellent balance between, in the words of a parent, 'the importance of achievement, enjoyment, care, self-respect and contentment'. Teamwork is exceptionally well fostered through the unit teams of two year groups working together. The climate for learning is phenomenal. Teachers rigorously reflect and evaluate on their teaching and pupils' learning. The monitoring completed by subject leaders further exemplifies the high expectations held by everyone who works in the school. The high priority to meeting the needs of all pupils, irrespective of their race, gender, culture or special need is brilliantly reflected in the inclusiveness that pervades the school. This is a happy school. Governors are very successful in achieving their goals, most recently in the tremendous improvements to the Foundation Stage provision and the high quality school meals. They give a high priority to achieving best value that is superbly reflected in the high calibre of staff appointed in the past few years. Improvements to handwriting, standards in ICT and the accommodation since the last inspection are impressive.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	1	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	1	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	1	NA
The standards <sup>1</sup> reached by learners	1	NA
How well learners make progress, taking account of any significant variations between groups of learners	1	NA
How well learners with learning difficulties and disabilities make progress	1	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	1	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1	NA
<b>How well are learners cared for, guided and supported?</b>	1	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

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The School Council

Lingfield Primary School

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23 May 2006

Dear Children

Thank you very much for making our visit to your school so enjoyable. We enjoyed talking to you to find out what you like best about your school and joining your lessons to learn about the work you do. I am writing to tell you about the findings of the inspection we carried out at your school recently. I have listed some of the things we thought were impressive below.

**What we liked about your school**

Your headteacher, Mr Richards is an outstanding leader. He has made some really great improvements to the school.

Your teachers and teaching assistants do their jobs extremely well and work very hard. They make your learning fun as well as expecting you to work hard all the time.

You all work so hard and achieve very well in all the tests you take.

You have many opportunities to take part in sports, musical and art activities, visit great places to help bring your learning to life, for example to Beamish, and to attend lots of clubs after school.

We have not given your school anything to do to make it a better place for you because we feel that your school is doing all it can to make sure it is a successful and happy place for you to learn.

We hope you will continue to enjoy school and wish you the very best of luck for the future.

Yours sincerely

Rosemary Rodger

Lead inspector