



Linchfield Community School

Inspection Report

Unique Reference Number 120499
LEA LINCOLNSHIRE LEA
Inspection number 280827
Inspection dates 6 March 2006 to 7 March 2006
Reporting inspector Mr. Paul Cosway LI

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

Type of school	Primary	School address	Crowson Way
School category	Community		PE6 8EY
Age range of pupils	4 to 11		
Gender of pupils	Mixed	Telephone number	01778347450
Number on roll	404	Fax number	01778341862
Appropriate authority	The governing body	Chair of governors	Mrs.Sally Schelpe
Date of previous inspection	Not applicable	Headteacher	Mr. G St.J Burkett

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Linchfield Community Primary School is above average in size. Many pupils enter the school from the attached nursery. The local population served by the school represents a wide mix of social backgrounds, but overall is an advantaged one. Pupils are almost all of White British heritage. The number of pupils eligible for free school meals is below average. No pupils are at the early stages of learning English. The proportion of pupils with learning difficulties and disabilities, including those with statements, is below average. The school has been awarded Investors in People status. At the time of the inspection, a new headteacher had been in post for less than two terms.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Inspectors agree with the school that it provides a satisfactory standard of education with some good and outstanding aspects. It shows signs of rapid improvement under the leadership of the new headteacher. The outstanding aspects include the ways that the school cares for its pupils and promotes excellent behaviour and very positive attitudes to work. It is an inclusive school, where everyone is valued. Teaching is satisfactory overall with some good features and this leads to most pupils making satisfactory progress. Some teachers need to challenge pupils more, especially the higher attaining, if they are to make better progress. In the Foundation Stage, good provision means that children achieve well. Attainment on entry to Year 1 is well above average. By the end of Year 2 and Year 6, they have made satisfactory progress and standards are similarly well above average. Pupils with learning difficulties and disabilities make good progress because of the good provision. Relationships between the pupils and the adults in the school are excellent. Consequently, the pupils greatly enjoy school where they feel very well cared for and secure. Parents are pleased: 'a very friendly school: fabulous' Attendance is above average. The new headteacher is giving good leadership. There are already positive results from some of the changes that he has made. Management is satisfactory. Not all recent school policies, such as the one on marking, are yet fully implemented. The headteacher is determined that the school will improve further and is fully supported by the senior team, staff and governors. There is a strong sense of teamwork. Over the past year, systems for monitoring and self evaluation have improved, so that the school's capacity to improve is now good. The issues identified in the previous inspection have been tackled successfully. Given the satisfactory progress that pupils make and the good aspects of the school's work, it gives satisfactory value for money.

What the school should do to improve further

- Improve the use of assessment information to ensure that teachers have an overview of how well pupils are achieving. - Ensure work is well matched to pupils' individual needs and provides the right level of challenge to all. - Use marking more effectively to help pupils to understand how they can improve their work.

Achievement and standards

Grade: 3

Standards are well above average. However, as the school recognises, most pupils are making only satisfactory progress. Pupils start school with standards that cover a wide range of ability, but overall attainment on entry to the school is above average. They make good progress in the Foundation Stage because most arrive at school ready to learn. They achieve well because the high standards of behaviour and the positive attitudes that are common throughout the school are initiated well in the Reception class. As a result, almost all exceed the expected levels for their age by the time they leave the Reception class. Pupils attain well above average standards at the end of

Year 2 and make satisfactory progress through the rest of the school, so that by the end of Year 6 standards are well above average in English, mathematics and science. The good provision for pupils with learning difficulties and disabilities means that these pupils make good progress. Some have severe needs and benefit from skilled and dedicated support. Those with lesser needs are also provided for effectively, for example, through before school sessions in the hall to relax them and prepare them to be part of the very positive learning ethos in class. Good levels of challenge for the more able lead to good achievement in music and physical education. The school came very close to meeting its very challenging targets for Year 6 in 2005 and is on course to meet its equally challenging targets in 2006.

Personal development and well-being

Grade: 1

Pupils' personal development is outstanding. They develop confidence and self-esteem through the excellent relationships in all areas of the school. Attendance is above the national average because pupils are keen to come to school. They learn in a happy and inclusive environment where they feel very well cared for and safe. Pupils are proud of their school and show their enjoyment and enthusiasm by their involvement in a range of learning activities. They understand the need for a healthy and safe lifestyles. Behaviour is excellent and pupils are confident that any bullying will be dealt with promptly and effectively. In all classes pupils demonstrate a great deal of mutual care and support for each other. Many are keen to take responsibility for special tasks around the school and they raise considerable sums for the many charities that they support. Pupils make a good contribution to the life of the school through the school council and their ideas have resulted in improvements to the environment. Pupils' spiritual, moral, social and cultural development is good overall, and moral and social education is outstanding. This is supported well by personal, social and health education in which pupils reflect on a range of issues affecting their own lives and the lives of others. Pupils are learning key literacy and numeracy skills that prepare them well for secondary school and the world of work.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory overall, with some good and very good features. Teachers have excellent relationships with pupils, which enables lessons to run smoothly. Teachers make clear what they want pupils to learn. Senior managers have an accurate view of provision and have good strategies to improve it further, but these have not yet had time fully to take effect. Recent initiatives to make learning more exciting have proved effective. Pupils are often totally engrossed in their work and most make at least satisfactory progress. Pupils with learning difficulties achieve well through good quality support. Appropriate homework is set regularly. There are, however, weaknesses that are slowing the progress of some pupils. Tasks are not

always well matched to individual needs and therefore do not provide enough challenge. Consequently, more able pupils, in particular, do not always make as much progress as they could. Although teachers are starting to track pupils' attainment and progress in a more structured way, they do not yet make effective enough use of assessment information or marking to give pupils clear guidance about the next step.

Curriculum and other activities

Grade: 2

The curriculum is good and meets legal requirements. The school provides a broad and balanced range of activities to help pupils to learn and develop good personal and social skills. The recently introduced improvements to the Foundation Stage curriculum are developing a range of activities which cover well the areas of learning for children of this age. Pupils with learning difficulties are well supported. The fact that their individual needs are met by well managed individual education plans helps them to make good progress. There is a good variety of visits and visitors, which extends pupils' experiences and their social and emotional development. Many pupils take part enthusiastically in the good range of clubs and sporting activities. This helps to build their confidence and enhance their learning. Opportunities to play musical instruments and take part in performances are a significant strength.

Care, guidance and support

Grade: 2

The quality of care, guidance and support is good overall, with some excellent features. There is a strong sense of community and the care provided for pupils is outstanding. Child protection and health and safety procedures are very secure. Pupils regard school as a safe place where they can do well. Their well being is paramount. A very effective 'buddy system' enables older pupils to develop maturity and responsibility through helping younger pupils. Good procedures for dealing with rare incidents of bullying contribute to the sense of harmony that prevails. The school provides good support for pupils with learning difficulties. Arrangements for supporting pupils' academic development, though satisfactory and improving rapidly need further attention. These initiatives are still in their infancy and current procedures do not yet provide pupils with clear guidance on how to improve their work or whether their progress is good enough.

Leadership and management

Grade: 3

Leadership and management are satisfactory overall. The new headteacher, ably assisted by his deputy, is now providing good leadership and the school is managed satisfactorily. The senior leadership team has identified key areas that need to be addressed and is tackling them with considerable determination. However, there is still some way to go before the policies and practice that will bring about improvement are fully understood and implemented by all staff, although they are all supportive of

change. The governance of the school is satisfactory. The headteacher has successfully involved parents more in the work of the school and the partnership with them is good. There is a growing sense of team work and purpose amongst all involved with the school. Parents have raised significant funds that have helped to improve the resources for the benefit of their children's education. The quality and effectiveness of the self-evaluation is satisfactory overall. There are now good systems for monitoring and self-evaluation, including parent questionnaires and seeking pupils' views, although in the short time they have been in place their effectiveness has been limited. Senior managers now monitor effectively and use assessment information to review the progress of individuals and year groups. There has been satisfactory improvement since the last inspection and the school's capacity to improve further is good.

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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>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	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

How well do learners achieve?	3	NA
The standards ¹ reached by learners	1	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	2	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	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
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
The extent to which providers ensure that learners stay safe	
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
The extent to which learners make a positive contribution	
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
The extent to which schools enable learners to achieve economic well-being	
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

Thank you very much for your help when we visited your school. We were very impressed by how much you enjoyed your lessons. Your behaviour in school and in the playground was excellent. You told us how friendly everyone is to each other, both children and grown-ups. We believe you, because you were very friendly to us and welcomed us into your school. The inspection team has decided that your school is satisfactory, with many good and outstanding features. These include the way that it helps you to grow up to be responsible, caring and able to think for yourselves. All the adults in school care for you well. You love your school and feel safe. Your teachers are giving you interesting and enjoyable lessons. By the time you reach Year 6 most of you reach standards well above those in most other schools. We have asked your teachers to tell you more often how you can improve your work, so that you make even more progress. Your headteacher is leading the school well. There are strong indications that the school will continue to improve. Enjoy your time at school and continue to work hard.