



# Lincewood Primary School

## Inspection Report

**Unique Reference Number** 134022  
**LEA** ESSEX LEA  
**Inspection number** 282423  
**Inspection dates** 5 July 2006 to 6 July 2006  
**Reporting inspector** Mrs. Alison Pangbourne AI

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

<b>Type of school</b>	Primary	<b>School address</b>	Berry Lane
<b>School category</b>	Community		SS16 6AZ
<b>Age range of pupils</b>	4 to 11		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01268 412888
<b>Number on roll</b>	334	<b>Fax number</b>	01268 491139
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr. Stuart Hayter
<b>Date of previous inspection</b>	Not applicable	<b>Headteacher</b>	Mr. Tim Eastwell

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 5 July 2006 - 6 July 2006	<b>Inspection number</b> 282423
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## **Introduction**

The inspection was carried out by three Additional Inspectors.

## **Description of the school**

This large school opened as a new primary school in September 2003 on the closure of the separate infant and junior schools on the site. Most pupils come from White British families with a few from minority ethnic heritages. None are at an early stage of learning English. The number of pupils with learning difficulties and disabilities is above average. Most of these pupils have moderate learning difficulties or physical difficulties. The number of pupils taking a free school meal is broadly average. When children start school, standards are below those typical for four year olds, particularly in language and literacy skills.

## **Key for inspection grades**

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

## **Overall effectiveness of the school**

### **Grade: 2**

Lincewood Primary School rightly thinks of itself as a good school. Parents and pupils are very positive about it. The youngest children get off to a flying start and make good progress. By the beginning of Year 1, standards are below those typical for their age because they have a lot of catching up to do. By the time pupils leave at the end of Year 6, standards are broadly average, with standards in science being above average but those in writing are below average. Few pupils in Years 2 and 6 exceed the level expected for their age in writing. Pupils make good progress and achieve well because the quality of teaching is effective and the interesting curriculum gives plenty of opportunities for them to develop their skills. The high proportion of pupils with learning difficulties and disabilities make good progress and the provision and care for pupils with physical difficulties is excellent. Pupils' behaviour and personal development are good. Attendance is below average but rising due to the school's efforts to improve it. Pupil absence has not yet been examined to measure its impact on standards. All staff take good care of the pupils. Leadership and management are good. The headteacher provides effective leadership and is successfully building a strong team in this relatively new school. A new senior team is already in place and its members are keen to take up their new roles next term. Thorough analysis has shown that the more capable pupils could do better in writing and the school is working to address this. It has also drawn up a plan to improve provision for more able and talented pupils to raise standards further. The governors are part of the team and have played a successful role in the amalgamation process. The way in which new initiatives have been introduced and the commitment shown by the staff to improvement shows that the school has a good capacity to improve. It provides good value for money.

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

- Raise standards in writing in Year 2 and Year 6 by increasing the proportion of pupils who exceed the levels expected for their ages. - Implement the plans to improve provision for more able and talented pupils. - Closely monitor and track pupils' attendance and examine the impact of absence on standards.

## **Achievement and standards**

### **Grade: 2**

Achievement and standards are good overall. The youngest children make good progress, broadening and consolidating their skills but, by the beginning of Year 1, most have not reached the level expected for their age because they have a lot of ground to make up. By the end of Year 2, over the last two years, standards have been broadly average. In the 2006 assessments for this age group, results are below average in reading, writing and mathematics, with few pupils exceeding the expected level, particularly in writing. This is because a high proportion this year has learning difficulties and several have very significant needs. However, these pupils are making good progress from a low starting point, particularly in literacy skills. In Year 6 in 2005, standards

were broadly average overall. They were below average in English, particularly in writing, a little above in mathematics and above average in science. Pupils do well in science because they have many opportunities to find things out for themselves and to develop their skills. Standards in Year 6 in 2006 are average in reading and mathematics, and above average in science. Standards in writing are below average because few pupils exceed the level expected for their age. Pupils in the current Year 6 have made particularly good progress because their attainment was very low when they were in Year 2. Pupils have met the challenging targets set for them to reach the expected Level 4, but missed the targets for Level 5, particularly in writing. The school has introduced several initiatives to raise standards in writing. The high proportion of pupils with learning difficulties and disabilities make good progress in the school because tasks are closely matched to their needs and they receive effective support from teachers and teaching assistants.

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

### **Grade: 2**

The personal development and well-being of pupils are good. Pupils enjoy school, though their attendance is below the national average. The school is working hard to improve this. Pupils' attitudes towards each other and to adults are good. They behave well in lessons and at playtimes. Pupils support one another well. This is very evident in the way that pupils with physical disabilities are valued and included in both the social and educational life of the school. Pupils know how to lead safe and healthy lifestyles, for example, choosing healthy meals at lunchtime. There are good opportunities for exercise and sport. Pupils are given a good level of responsibility. The school council members make a real contribution to improving facilities and involving their classmates. For example, they wrote to the local council to ask for a 'No Parking' sign near the school. They state that, 'We help other children' and that 'We make a difference in the school'. Pupils clearly know the difference between right and wrong. Their spiritual, moral, social and cultural education is good. The school supports charities and plays a positive role in the community. The emphasis on literacy, numeracy and information and communication technology provides a sound basis for pupils' future economic well-being.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good. In the Reception classes, children are offered a wide range of interesting and exciting activities that develop their skills well. Where teaching is strong, teachers use questions well to challenge pupils and use interesting teaching methods. As a result, pupils enjoy learning because lessons are fun and they get on very well with their teachers and teaching assistants. There are good opportunities to share ideas with a partner or to work in groups. This boosts their self-confidence and their language skills. Work is generally well matched to pupils' needs. Teachers are

improving the ways they challenge higher attaining pupils. Often, teachers plan different work which successfully stretches these pupils. However, there is still more that could be done in some classes to encourage these pupils to use their initiative and take responsibility for their choices. Pupils with learning difficulties and disabilities are extremely well supported in lessons. Teachers and teaching assistants give them just the right guidance because they understand their particular needs and know how they learn best. When physically disabled pupils need to go out for therapy, teachers ensure they miss as little learning as possible. The school has a good range of systems for tracking pupils' achievement. Assessment information is analysed in detail and used well to improve planning and teaching further.

## **Curriculum and other activities**

### **Grade: 2**

The school provides an exciting and carefully planned curriculum which meets pupils' needs well. The themed weeks are particularly successful. For example, at the end of a mathematics week pupils replied with a resounding 'Yes!' to the teacher's question 'Have you enjoyed your learning?' The school has identified pupils who are more able and talented and plans are in place to enrich opportunities for them shortly. Pupils with learning difficulties and disabilities do well because they are fully included in lessons. They also benefit from extra activities, such as the early morning 'gym trail' specially organised to help them make the most of their learning. Regular swimming lessons in the school's indoor pool make a positive contribution to the curriculum for all pupils. The curriculum is enriched by a good range of extra-curricular activities including drama, netball and football. A wide range of visits and visitors and residential visits also enriches the curriculum.

## **Care, guidance and support**

### **Grade: 2**

Pupils' care, guidance and support are good. Pupils say that they feel very safe and happy. This helps support their good behaviour and relationships. They are confident to turn to any member of staff if they have a problem. Pupils with learning difficulties are supported well, particularly those with physical difficulties. Pupils think highly of their school. One Year 4 pupil said 'The best thing about this school is the way the teachers help you.' Child protection procedures are securely established and the staff undergoes regular training. The school has effective systems in place to ensure the safety of its pupils. Teachers keep meticulous records of how pupils are progressing in their learning in the core subjects of mathematics, English and science. The older pupils refer to these record books themselves and know how they are doing. However, such information is not accessible enough for the younger pupils, many of whom are not sure what they need to do to improve their learning.

## Leadership and management

### Grade: 2

Leadership and management are good. The headteacher provides strong leadership and is highly focused on continual improvement. Three assistant headteachers have recently been appointed from within the staff to take up their roles next term and they show a thorough understanding of what needs to be done and a keenness to begin. All staff with management roles lead their subjects well. Their roles have recently been successfully developed as shown by their knowledge of standards and provision in their subjects. The school has identified the right areas for improvement in the good school development plan. This shows that its self-evaluation is effective. The school works well to include pupils from all backgrounds and this contributes to the family ethos. The views of all members of the community, especially parents, are sought and welcomed and parents are very positive about the school. Ideas are considered carefully and lead to changes in school policy where improvements are needed. One parent said, 'It's more like a family unit than a school!' The governors watch over the school well. The amalgamation was at their suggestion and they have overseen the process effectively. They are fully involved in the school and some have joined the headteacher in monitoring lessons to improve their understanding. They now need to measure more effectively the impact of pupil absence on their efforts to raise standards. The way that the headteacher and governors have restructured the senior management roles and their commitment to improvement shows that the school has a good capacity to improve further.

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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>	2	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	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	NA	NA

### Achievement and standards

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	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	3	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	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>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	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**

Following our visit to your school, we would like to thank you for helping us. We enjoyed talking to you and watching you learn. We would like to tell you what we liked best. You told us that you enjoy going to a friendly school and we agree with you. We think you behave well and play very nicely together in the playground. We enjoyed watching those of you who use wheelchairs having fun and your helpers give you excellent help. You have lots of interesting things to do in lessons and all the grown-ups look after you well and help you to learn. Those of you who find it hard to learn get lots of help. We thought that you do very well in science. You and your families are right in thinking that you go to a good school. Mr Eastwell does a good job in running the school. He and the teachers know how to make the school even better and they are working hard to make this happen. We have asked Mr Eastwell to help some of you to do even better in your writing and you can help by trying hard with your story writing. The school has plans to help those of you who find it quite easy to learn to do even better and we have asked Mr Eastwell to put these in place soon. We have also asked him to find out why some of you are often away from school and to find out how much you are missing. You can help by coming to school every day unless you are ill. We hope you carry on enjoying your time at Lincewood School and do well in your next school. Best wishes