



# Newtown Linford Primary School

## Inspection Report

**Unique Reference Number** 119943  
**Local Authority** Leicestershire  
**Inspection number** 291577  
**Inspection date** 12 October 2006  
**Reporting inspector** Alison Cartlidge

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

|   |                    |                         |                   |
|---|--------------------|-------------------------|-------------------|
| <b>Type of school</b>                     | Primary            | <b>School address</b>   | Main Street       |
| <b>School category</b>                    | Community          |                         | Newtown Linford   |
| <b>Age range of pupils</b>                | 4–11               |                         | Leicester LE6 0AD |
| <b>Gender of pupils</b>                   | Mixed              | <b>Telephone number</b> | 01530 242370      |
| <b>Number on roll (school)</b>            | 73                 | <b>Fax number</b>       | 01530 242370      |
| <b>Appropriate authority</b>              | The governing body | <b>Chair</b>            | David Snartt      |
|   |                    | <b>Headteacher</b>      | Lynn Adlam        |
| <b>Date of previous school inspection</b> | 22 May 2001        |                         |                   |

|                  |                        |                          |
|------------------|------------------------|--------------------------|
| <b>Age group</b> | <b>Inspection date</b> | <b>Inspection number</b> |
| 4–11             | 12 October 2006        | 291577                   |

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

The school is much smaller than most other primary schools. Most pupils are of White British heritage, with a few coming from minority ethnic backgrounds. Pupils come from the village and surrounding areas and no pupils take free school meals. The proportion of pupils with learning difficulties and disabilities is low. Pupils are taught in three mixed-age classes.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This is a satisfactory school with strengths in pastoral care that help pupils' personal development and well-being to be good. The mission statement written by the pupils is reflected in the work of the school. It describes 'a big family learning together, cheerful teachers, friendly children and a happy school'. Vulnerable pupils are welcomed and the school supports them well.

Pupils' standards are above average by the end of Year 6. Pupils' starting points are above average. Their progress is satisfactory because teaching and learning are satisfactory. Progress in reading is good, but not all pupils make fast enough progress in writing or investigative science because teachers' expectations in these subjects are not consistently high enough. Teachers are caring and prepare resources carefully. However, they do not consistently plan work that meets the wide range of needs in each class and at these times, whilst well behaved, some pupils lose interest. Nevertheless, pupils enjoy school and this is reflected in their good behaviour and attendance. Pupils are good at taking responsibility for tasks around school, although they do not always take the initiative in improving their written work. The school is successful in helping pupils to become confident, healthy, well-rounded individuals who are prepared well for the next stage of their education.

Provision in the Foundation Stage is satisfactory. Children are provided with some exciting activities to develop their independence, but are not always challenged enough when working together as a group.

The school works closely with other schools and visitors to enrich the curriculum by providing, for example French and creative arts. However, the curriculum is only satisfactory because not enough time is allowed for science, limiting the progress pupils can make in this subject.

Leadership and management and the capacity to improve are satisfactory. There are clear plans to improve provision at the school, and governors and members of staff work together well as a team. Recent changes in the building have been managed effectively. However, the monitoring of teaching, learning and pupils' progress, whilst satisfactory, is not yet sufficiently rigorous to ensure quick action is taken when pupils have fallen behind in their learning. Care, support and guidance are satisfactory. The school has recently improved procedures for tracking pupils' progress and is now better placed to provide swift support when needed. Governors are aware that whilst most parents are pleased with the work of the school, several are unhappy with the way the school communicates with them. There are suitable plans to improve the information supplied and to seek other ways of making parents and their views more welcome.

### What the school should do to improve further

- Improve standards in writing and investigative science by raising teachers' expectations and providing enough time for pupils to check their work and improve their skills.

- Ensure that teachers consistently provide work that challenges, meets pupils' differing needs and fully engages their interest.
- Increase the rigour in monitoring teaching, learning and pupils' progress so that underachievement is identified and resolved quickly.

## **Achievement and standards**

### **Grade: 3**

Pupils' achievement is satisfactory. By the end of the Reception year most pupils are working at or beyond the levels expected for children of this age and their progress is satisfactory. Standards by the end of Year 6 are above average, although pupils make better progress in reading and mathematics than in writing and science. In science, pupils' investigative work is under-developed because pupils of differing ability and age often complete the same written task and are not all challenged enough. Pupils' writing is of inconsistent quality because they do not always take enough care, particularly with punctuation and the presentation of their work.

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

### **Grade: 2**

Children in the Reception class develop independence quickly and they concentrate well. Throughout the school, pupils are very polite, show consideration for one another and relate easily to adults. They behave sensibly at all times. However, there are occasions when they do not take an active part in discussions and become quietly inattentive.

Pupils' spiritual, moral, social and cultural development is good. Pupils take responsibility willingly. The school council makes a good contribution to school life. For example, school councillors suggested that older as well as younger pupils should have fruit at playtime and were pleased that this idea was implemented. Pupils celebrate each other's successes by spontaneously applauding each other when they have made a particularly good contribution to a lesson.

Pupils know why they need to eat healthy foods and they understand the importance of exercise. One pupil said that she ate fruit because, 'It helps me to concentrate better after playtime'. Pupils have a good understanding of the dangers of the locality, for example, explaining why they should not play near local reservoirs. Pupils take a good part in the community by raising money for local causes, such the church roof fund. They enjoy taking part in events, including the 'Scarecrow Festival'. These activities, together with pupils' generally good basic skills, prepare them well for the world of work.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Reception year children settle quickly into school life because of the calm and patient way that they are supported by the teacher and the nursery nurse. Members of staff provide some interesting activities. However, the pace of learning slows when not all children are sufficiently involved in an activity when working as a group.

Throughout the school, teachers have good expectations of how pupils should behave. Lessons are well resourced, with interactive whiteboards being used well to introduce new topics. Adults have good relationships with the pupils, though they do not always do enough to ensure that all are fully involved in lessons. Skilled teaching assistants give good support, especially when working with small groups of pupils. However, in some lessons, teachers do not take sufficient account of the wide range of ages and abilities in their classes. As a result, work is not always matched closely enough to need. This slows the pace of learning and leads to inconsistent progress being made from lesson to lesson.

### **Curriculum and other activities**

#### **Grade: 3**

In the Foundation Stage, an imaginative range of activities encourages children to work independently and to think for themselves. In Years 1 to 6, the curriculum gives a high priority to developing basic reading and numeracy skills. Not enough time is allowed for the teaching of science, slowing progress in this subject. The school successfully promotes healthy and safe lifestyles through activities such as 'huff and puff'. Older pupils learn to speak French, helping to prepare them for their move to secondary school. The school provides a good number of activities to enrich learning. These have a positive effect on pupils' personal development and help to bring subjects alive. Visits and visitors help pupils to learn new skills. Older pupils are especially pleased that despite the small size of the school they get many opportunities to take part in sporting competitions and to go on residential visits.

### **Care, guidance and support**

#### **Grade: 3**

Personal care and support given to the pupils are good, making this a happy, friendly school. Teachers know their pupils well and ensure that the school environment is safe and secure. Pupils like the opportunities that they have to talk to each other about their worries in small 'pastoral groups'. They are confident that they can ask an adult for help and advice whenever necessary. Academic support is satisfactory. Pupils' progress is carefully assessed but insufficient use is made of this information to ensure that work builds well enough on previous learning. However, a strong feature of academic support is the way that the school identifies pupils who are struggling so that they can be given additional support in small groups. The school has recently

improved the way it sets targets for pupils in literacy and numeracy and these are helping them understand how to improve.

## **Leadership and management**

### **Grade: 3**

Self-evaluation is satisfactory. There is a shared understanding of what needs to be improved and steps are being taken to improve standards further. For example, recent changes in the way pupils' progress is being tracked in writing and mathematics have identified where pupils have made insufficient progress. The school has suitable plans to extend this system to include reading and science. The school acknowledges the need to monitor teaching and learning more rigorously to ensure that areas identified for development are addressed quickly. New subject leaders are keen to develop their responsibilities and they analyse test information to help identify what needs to be improved. Additional support groups are put into place to help pupils who have fallen behind in their learning, but not enough is done to check that pupils are all making enough progress in lessons. There is a strong commitment to raising standards. Most pupils make the expected gains in learning during their time at the school, demonstrating the school's satisfactory capacity to improve.

Governance is good. Governors are supportive and fulfil their legal requirements. They are keen to increase further the rigour in the way the work of the school is monitored.





## Inspection judgements

|   |                       |
|---|-----------------------|
| Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate | <b>School Overall</b> |
|---|-----------------------|

### 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> | 3   |
| How well does the school work in partnership with others to promote learners' well-being?  | 3   |
| The quality and standards in the Foundation Stage  | 3   |
| The effectiveness of the school's self-evaluation  | 3   |
| The capacity to make any necessary improvements  | 3   |
| Effective steps have been taken to promote improvement since the last inspection   | Yes |

### Achievement and standards

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

### Personal development and well-being

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

### The quality of provision

|   |   |
|---|---|
| <b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>          | 3 |
| <b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b> | 3 |
| <b>How well are learners cared for, guided and supported?</b>   | 3 |

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

## Leadership and management

|  |     |
|--|-----|
| <b>How effective are leadership and management in raising achievement and supporting all learners?</b>                                       | 3   |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 3   |
| How effectively performance is monitored, evaluated and improved to meet challenging targets   | 3   |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can                     | 3   |
| How effectively and efficiently resources, including staff, are deployed to achieve value for money  | 3   |
| The extent to which governors and other supervisory boards discharge their responsibilities  | 2   |
| Do procedures for safeguarding learners meet current government requirements?  | Yes |
| Does this school require special measures?   | No  |
| Does this school require a notice to improve?  | No  |

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

Thank you for welcoming the inspectors to your school and for showing us your work. You were very polite and friendly. We found that the school is doing a satisfactory job and whilst there are some things your school does well, there are some things that need to be better.

What your school does best

- The school provides you with some interesting activities.
- You learn to read well and are keen to take responsibility.
- You learn the importance of staying safe and healthy.
- Your teachers are caring and look after you well.
- The headteacher, members of staff and governors are working hard to make the school even better.
- Your parents and carers are pleased that you enjoy coming to this school.

What we have asked your school to do now

- Help you to improve your writing and science work by giving you enough time and expecting you to work hard.
- Make sure that you are provided with work that is neither too hard nor too easy and help you to become more involved in your learning.
- Check more often how well you are doing and make sure you are given help quickly when you need it.

We thoroughly enjoyed listening to you and watching you learn. We wish you all well for the future. You can help your teachers by checking that you have made no mistakes in your work.