



Lingfield Primary School

Inspection Report

Unique Reference Number 125124
Local Authority Surrey
Inspection number 293202
Inspection dates 29–30 November 2006
Reporting inspector Jacqueline Krafft HMI

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

Type of school	Primary	School address	Vicarage Road
School category	Community		Lingfield
Age range of pupils	3–11		RH7 6HA
Gender of pupils	Mixed	Telephone number	01342 832626
Number on roll (school)	429	Fax number	01342 836167
Appropriate authority	The governing body	Chair	Reverend David Allonby
		Headteacher	Mr Ron Gandolfo
Date of previous school inspection	10 March 2003		

Age group	Inspection dates	Inspection number
3–11	29–30 November 2006	293202

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors.

Description of the school

Lingfield is a larger than average primary school with a nursery. Most pupils are of white British heritage. A small proportion is from a Fairground Traveller community and attends the school through the winter months. The social circumstances of most families are favourable and the percentage of pupils eligible for free school meals is very low. A smaller proportion than average has learning difficulties and disabilities or statements of special educational need.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Lingfield provides its pupils with a satisfactory education. There is a strong focus on supporting the personal development and well being of all pupils so they feel safe and well cared for. They talk confidently and happily about their school. They value the good range of clubs and particularly enjoy the visits they make linked to the curriculum. The school works effectively in partnership with others. Most parents are supportive of the school and say that their children enjoy school. Pupils agree with this and say their lessons are 'fun'.

The majority of pupils join in the Nursery class and most have the levels expected of their age, although their language and communication skills vary. They are given an appropriate range of practical experiences and good provision is made for their personal, social and emotional development, particularly in the Nursery. As a result they make satisfactory progress and most reach the goals expected by the end of the Reception year. As pupils move through the school the progress they make is satisfactory but varies between classes. This is because there are inconsistencies in the quality of teaching and the systems to track pupils' progress are new and not yet fully developed. Standards reached by the end of Year 2 are average and improved in reading and writing in 2006 following a decline in previous years. By the end of Year 6 standards remain average but are better in English than in mathematics and science. This is because pupils have good opportunities to practise their literacy skills in other subjects.

Teachers have good relationships with pupils based on mutual trust and respect. As a result pupils generally respond well, have good attitudes to learning and are keen to take part in lessons. Tasks are not always matched to pupils' needs and are sometimes too easy. When work is not sufficiently challenging the pace of learning slows and some pupils lose concentration. Pupils do not have specific learning targets and the quality of marking is inconsistent so pupils do not always know what they need to do to improve. Some parents express concerns about the inconsistencies in teaching.

The headteacher, senior leaders and governors understand the strengths of the school and where improvements need to be made. This is because they have put into place systems to monitor the quality of teaching and learning and the progress pupils make. However, because these systems are new, the identification of underachievement has been slow and action to address this is not yet fully in place. Information is not used rigorously to evaluate accurately the impact of school actions on the outcomes for pupils, for example in the changes made to the curriculum.

There has been improvement since the previous inspection in the consistency of behaviour management, the role of subject leaders and the level of challenge, support and monitoring by governors, although the use of assessment to inform planning remains an issue to address. The school has satisfactory capacity to improve further.

What the school should do to improve further

- Improve the consistency of teaching and learning by providing greater pace and challenging work more closely matched to pupils' needs.

- Use tracking information to identify underachievement early and target support.
- Rigorously analyse and evaluate the impact of school actions on the progress pupils make and standards they achieve.

Achievement and standards

Grade: 3

Pupils reach average standards and make satisfactory progress in relation to their starting points and ability, including those with learning difficulties and disabilities. There has been a decline in the rates of progress pupils make in recent years because their progress has not been monitored rigorously and their learning needs have not been consistently met. A system to track the progress pupils make each term has been introduced. As a result the school has a clear understanding of where there is underachievement and is beginning to use this information to target support. A focus on literacy resulted in more pupils achieving the higher levels in writing in Year 2 in the 2006 national tests. English targets in Year 6 were met, and exceeded at the higher levels in 2006, but fewer pupils than expected reached the higher levels in mathematics and science.

Personal development and well-being

Grade: 2

Pupils' personal development and well being are good. Nursery children settle well and quickly become confident, secure learners. In the Reception classes children concentrate for long periods and cooperate well with each other. All pupils enjoy their learning, in particular the practical and creative activities. They are conscious of safety issues and know for example how to use tools safely in design and technology lessons. Behaviour is satisfactory. However, when not motivated by the work they are given, a few individuals are disruptive. Staff deal with this by consistently applying the schools behaviour policy. Recent figures show an improvement in attendance following a period of decline. Pupils' spiritual, moral, social and cultural development is good. School councillors show a good moral and social responsibility for others and support them by resolving minor playground issues and raising funds for charity and school resources such as drinking fountains. They are surveying eating habits to encourage further pupils to adopt a healthy lifestyle. They enjoy the role and make a positive contribution to school and community life. Examples of pupils counting cake sale proceeds and organising future school council elections show how they use their literacy and numeracy skills in preparation for the world of work.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory. Relationships between staff and children in lessons are good so most pupils respond quickly and enthusiastically. There is some good practice in school where lessons are purposeful and effectively paced. In these lessons pupils are actively involved in their learning. Learning objectives are clearly stated and opportunities for paired and independent learning planned well. Effective strategies to support literacy development in Year 1 ensure that pupils of all abilities are able to participate and their behaviour is good as a result.

Although pupils make satisfactory progress rates vary from class to class and there is some underachievement because of inconsistencies in teaching. The quality of planning varies and does not take into account the needs of all pupils. Where the use of assessment information is limited, lessons do not focus sharply enough on the next steps in learning for pupils so they are not challenged. This limits their progress.

The use of teaching assistants is appropriate. They offer good teaching support for individual pupils and identified groups. The marking of work to help pupils do better is not consistent throughout the school so pupils are not clear about how well they are doing or what they need to do to improve.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. There is no doubt that pupils enjoy coming to school. Year 3 pupils spoke enthusiastically about their work on rubbish and environmental issues linked to one book title and developed through all other curriculum subjects, culminating in a presentation in a special assembly. Whilst the staff have contributed and supported a curriculum redesign there is a lack of specific evidence to evaluate its effectiveness on standards and achievement.

An appropriate range of programmes is offered to support pupils with learning difficulties and disabilities. Early support also help younger pupils develop their reading and oral skills.

There is a very good range of extra-curricular activities which children talk positively about and are invited to attend. The breakfast club and after school provision is well used by parents.

Care, guidance and support

Grade: 3

Care, guidance and support for pupils are satisfactory. Pupils are well cared for and know what to do if they are concerned about anything. Procedures to ensure that children are protected and their health and safety is assured are good. Supervision at lunch and playtimes is effective. Staff comment favourably about the new walkie-talkies

which enable lunch time organisation to run more smoothly and a quick response to incidents, should the need arise.

The school has good links with a range of outside agencies. Good support is given to and valued by the Fairground Traveller families. Study packs and laptops are used to maintain links with the school and support their children's learning when they are travelling.

Academic guidance is less developed. Procedures for setting targets to help pupils improve are at an early stage of development and their use is inconsistent. As a result pupils do not know what how well they are doing or what they need to do to improve.

Leadership and management

Grade: 3

Leadership and management are satisfactory. There is a clear vision for the school shared by phase and subject leaders as well as governors. The effectiveness of self-evaluation is satisfactory. A focus on raising standards is evident in the school development plan and monitoring systems are in place to identify strengths and improve weaknesses, although the close tracking of the progress pupils make is new. Consequently, the evaluation of its effectiveness is over generous. The results of the school's monitoring and evaluation are not yet sufficiently rigorous or used systematically to increase the pace of improvement.

The governing body's critical friend role has significantly improved since the last inspection and is now satisfactory. Governors understand the school's strengths and weaknesses but are too accepting of the slow pace of improving pupils' achievement and standards. There is a good range of resources and staff are deployed appropriately, with training regularly undertaken to update skills. Equality of opportunity for all learners is appropriately identified and promoted in the school's work. Satisfactory links are made with other agencies to access further resources for individuals and groups.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
How well does the school work in partnership with others to promote learners' well-being?	2
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

How well do learners achieve?	3
The standards ¹ reached by learners	3
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

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	3
The attendance of learners	3
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	3

The quality of provision

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

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	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	3
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

I would like to thank you for making us feel so welcome when we visited your school. We really enjoyed talking to you, looking at your work and seeing you in lessons.

You and your parents told us that you enjoy school. You said you feel safe and know who to ask for help if you need it. You showed us that you can use tools safely and take care of each other at playtime. Those of you on the school council enjoy the responsibilities you are given. Most of you behave well and you have fun in your lessons, particularly when you are doing something practical. You also enjoy lots of interesting clubs and like going on visits linked to your topic work.

We think your headteacher and teachers have made your school a caring place and you get a satisfactory education. To make it even better, we have asked them to help you do as well as you possibly can by making sure the work you do isn't too easy. We have also asked them to keep checking how well you are doing so that they know if they need to give you any extra help or do anything differently so that you make as much progress as you can.

We would like to thank you again for making us so welcome and hope that you carry on enjoying being at school and get even better at your work.

Jackie Krafft

Her Majesty's Inspector