

# Lindow Community Primary School

## Inspection report

---

<b>Unique Reference Number</b>	111031
<b>Local Authority</b>	Cheshire
<b>Inspection number</b>	310484
<b>Inspection date</b>	28 January 2008
<b>Reporting inspector</b>	Sarah Drake

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	136
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Robert Sexton
<b>Headteacher</b>	Mr Philip Beaumont
<b>Date of previous school inspection</b>	22 November 2004
<b>School address</b>	Upcast Lane Wilmslow Cheshire SK9 6EH
<b>Telephone number</b>	01625 582555
<b>Fax number</b>	01625 586747

---

<b>Age group</b>	4-11
<b>Inspection date</b>	28 January 2008
<b>Inspection number</b>	310484

---

© Crown copyright 2008

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by one Additional Inspector.

The inspector evaluated the overall effectiveness of the school and investigated the following issues: the standards achieved and pupils' progress; the quality of teaching and learning; the success of the leadership and management. Evidence was gathered from: national published assessment data; the school's self-evaluation, assessment records, policies and minutes; observation of the school at work; discussions with members of staff, pupils, two governors; the questionnaires returned by parents. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

This small school serves a semi-rural, socially advantaged area. Its numbers have grown markedly over the past four years and most classes include pupils who joined part-way through their education. The majority of pupils are White British but the school also provides for pupils from a wide range of different ethnic groups, some of whom are at an early stage of learning English. Few pupils are eligible to receive free school meals. Although the proportion of pupils that has learning difficulties and/or disabilities is broadly average, the proportion that has a statement of special need is exceptionally high. The school has a number of pupils with complex learning and behavioural needs as well as being a county resourced base for up to 10 pupils with hearing impairment. It offers a wide range of extended services to the community.

The out of school club and pre-school playgroup that operate on the school site were inspected separately in October 2007.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school. It fully lives out its statement that, 'At Lindow we work hard, play fair and treat each other with respect,' and it provides good value for money. Its happy, family atmosphere helps pupils to achieve well both academically and personally. Parents are delighted by the way that, 'the school meets the needs of every child without exception' and, 'the ethos of inclusion is a reality here.' The high quality care and support offered by all staff successfully guide pupils so that they grow in self-esteem, show great tolerance towards each other and thoroughly enjoy their time at school. Their personal development is outstanding.

Each year group has small numbers, pupils with a wide range of learning difficulties and/or disabilities and unusually high proportions of pupils who join from other schools and countries. This means that, although children's skills when they join Reception are broadly average, individuals' standards vary widely. Over the past four years, clear-sighted and determined leadership from the headteacher has created a cohesive staff team that provides well for pupils' needs. Results in English and mathematics at the end of Year 6 have risen sharply. They were exceptionally high in both subjects in 2007 despite one third of the year group having learning difficulties and/or disabilities. In science, where there has been less focus, standards are broadly average. At Key Stage 1, results have also risen but to much less an extent. Here they are broadly average, mainly because few pupils gain the higher levels, particularly in writing. Throughout the school, pupils with hearing impairment, other learning difficulties and/or disabilities or for whom English is an additional language achieve exceptionally well. This is because, in the words of a typical parental comment, 'The school does not waste any time to develop a plan to get them at the same level as the rest of the class'.

Good quality teaching means that lessons run smoothly and pupils develop positive attitudes to learning. Teachers plan activities carefully to engage pupils' interest and they liaise closely with support staff to help overcome the barriers to learning that many pupils face. Most teachers also use the interactive whiteboards well to help pupils' concentration and they provide challenge through questioning that encourages pupils to extend their thinking. Teachers generally make clear to pupils what they are expected to do and they all provide good quality guidance in lessons to help them keep on track. They mark work in English and mathematics regularly but do not make sufficiently clear to pupils what they need to do to improve. In science, where much work is recorded on worksheets, marking is less frequent. Outstanding teaching for pupils with hearing impairment, both in the unit and their classrooms, underpins their exceptional progress. Precise identification of their individual needs, high expectations, precise questioning and excellent relationships create a very positive environment in which these pupils thrive. Comments such as, 'My child is very happy at Lindow, has lots of friends and is one of the crowd - her deafness is not an issue for any of the staff or pupils,' typify parents' views.

Pupils describe their school as 'excellent and exciting' and they certainly make the most of what it offers them. They greatly appreciate the richness of the school community and build very good relationships with staff and pupils of different ages, ethnicity and abilities. They are eager to make a difference, for example through organising fundraising events to finance classroom water fountains, by acting as recycling officers or by collecting disused spectacles to send to Africa. They adopt very healthy lifestyles, with many bicycling to school and taking part in the wide range of sporting activities, some of which are led by older pupils. Consistent but gentle behaviour management, with much effective use of praise, means that pupils behave exceptionally well. They understand that some of their peers find it hard to cooperate all the

time and they are eager to offer help. Attendance levels are above average and pupils act in a safe manner. Their self-confidence, positive attitudes to learning and unusually mature awareness of others' needs, and their ability to contribute to the community prepare them very well for the next stage of their education.

The curriculum supports pupils' learning well. Teachers make interesting links between subjects, pay very good attention to pupils' personal development and use information and communication technology well as a tool for learning. Pupils greatly enjoy the good opportunities to deepen their understanding through visits and visitors related to their topics. They particularly like the annual residential visits from Year 3 upwards. Strong links with local schools and clubs greatly enhance the sporting provision. Excellent links with parents and outside agencies play an important part in the outstanding support and care that help pupils achieve so well.

Good leadership and management have successfully tackled the issues arising from the last inspection, coped with considerable staffing upheavals and raised standards throughout the school. The leadership team sets a clear direction, based on careful analysis, and subject leaders now take real responsibility for standards in their areas. Close monitoring of pupils' progress leads to swift, effective action when necessary. Arrangements are in place to promote child protection, health and safety. The governors are well informed, enquiring and supportive. The school has good capacity to improve further.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

Well balanced provision that caters for all areas of learning ensures that children make good progress during their time in Reception. Good liaison with the pre-school provision together with careful daily observations and more formal assessment lead to early diagnosis of children's individual strengths and needs. This triggers extra support that helps children form a firm basis for future learning. Activities are fun; for example when honing their subtraction skills some children thought about a dragon stealing apples, while others combined sound recognition with a lotto game that also helped their social and colour recognition skills. Good quality leadership and management mean that the large staff team works well together to create a happy, orderly environment where children settle well. Staff make good use of the outdoor classroom, extending activities when possible to the larger playground.

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

- Raise standards at Key Stage 1, especially for higher-attaining pupils.
- Raise standards in science at Key Stage 2 so that they more closely match those achieved in English and mathematics.
- Improve the quality of teachers' marking so that it makes clear to pupils what they need to do to improve.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

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

### Personal development and well-being

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

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

<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.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
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



---

**Annex B****Text from letter to pupils explaining the findings of the inspection**

Thank you for giving me such a warm welcome when I visited you recently. Those of you with whom I spoke were all very enthusiastic about Lindow and really helped me to understand what makes it so special. It is great that you appreciate how lucky you are to go to this good school.

One of its major strengths is the way that the staff get to know you really well as individuals and adapt what they do to help you make good progress. The support for pupils who have special needs is outstanding. Lots of you don't start in the Reception class at Lindow but, whenever you join the school, staff and other pupils quickly help you to feel at home and settle to learning. I was delighted to see how well you all get on together and make the most of each others' strong qualities; such attitudes will stand you in good stead later in life. Your behaviour is excellent and means that you can all pay good attention in lessons. You told me that you find learning exciting because your teachers organise interesting things to do and, as one of you said, 'explain clearly if you don't get what is going on in class.' This is good news.

Pupils in Key Stage 2 reach high standards in English and mathematics but don't do quite as well in science so I have suggested to your senior teachers that they help you make better progress in that subject. They are beginning to take action to try to improve the achievement of those of you in Key Stage 1 who find learning quite easy, and I agree that the school needs to concentrate on this too. Finally, I have suggested that teachers' marking of your work should make clearer to you how to improve it.

Your job will be to continue to enjoy learning and attending as well as you do at the moment.