

Lingdale Primary School

Inspection report

Unique Reference Number	111531
Local Authority	Redcar and Cleveland
Inspection number	310621
Inspection dates	16–17 January 2008
Reporting inspector	Andrew Scott

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	130
Appropriate authority	The governing body
Chair	Mrs V Moore
Headteacher	Mr J Sudron
Date of previous school inspection	1 November 2003
School address	Davison Street Lingdale Saltburn-by-the-Sea TS12 3DU
Telephone number	01287 651723
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Age group	3–11
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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This smaller than average school is in a village where socio-economic conditions are below average. Pupils' eligibility for free school meals is very high. Nearly all pupils come from White British families. A high proportion of pupils have learning difficulties and/or disabilities. During the absence of the headteacher, who has recently returned to school, the school was led and managed by the deputy and assistant headteachers. A Sure Start Children's Centre is based at the school.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Lingdale Primary provides a satisfactory education for its pupils. It is a caring school which has strengthened links with parents and the community to improve pupils' personal development. Standards are below average, but achievement is satisfactory because most pupils have low starting points.

When pupils leave school at Year 6, their standards are below average, especially in English. In the 2007 national tests, performance in mathematics and science showed some improvement and this appears likely to continue this year. Throughout the school, pupils have particular weaknesses in speaking and writing. They also have relatively weak skills in independent learning which limits their ability to solve problems for themselves. Although the school recognises the weaknesses, it has yet to overcome them. Teaching is satisfactory, but teachers do not provide enough variety of experiences for pupils to fulfil their full potential. In Year 2, standards are below average overall, but mathematics has tended to be closer to average. In the Foundation Stage, pupils make good progress.

Pupils make good progress in their personal and social development. The school has successfully improved the behaviour of pupils and it is now mostly good, apart from occasional problems. Pupils enjoy learning and usually concentrate well in lessons. Attendance, though, is unsatisfactory and this reduces the quality of some pupils' learning. Pupils understand the benefits of a healthy lifestyle, but find that exercise is a more agreeable option than a balanced diet. They take responsibilities seriously around school; for example, older pupils organise the play of younger ones at lunchtime. Pupils have a sound basis for the next stage of their education.

Lessons have a positive atmosphere. Teachers organise lessons well so all activities have a clear sense of purpose and pupils know what they need to learn. Pupils appreciate the support from all adults in lessons to help them improve, through marking, the process of setting targets and advice. However, teachers do not consistently double-check that pupils take heed of their advice. They allow for the different abilities of pupils, but do not generally have high enough expectations, so that work is often too straightforward or repetitive. Sometimes, the pace of learning in lessons is too relaxed. The curriculum is becoming more creative, but still lacks the variety to motivate pupils fully. The school certainly cares for its pupils. Individual concerns are readily dealt with and there are appropriate systems for safeguarding pupils.

Leadership and management are satisfactory. It reflects well on the headteacher's leadership that the school has been run efficiently in his absence by the deputy and assistant headteachers. The local authority and governing body have also been influential. The school knows itself well and has sensible plans for the future, but these are not fine-tuned enough to ensure swift progress. In addition, senior staff and governors are not rigorous enough in checking the quality and progress of its action plans so that improvements are driven home. Nevertheless, the school has maintained its strengths since the last inspection and is set fair to progress further. It provides satisfactory value for money.

Effectiveness of the foundation stageGrade: 2

Children get off to a good start in the Foundation Stage (Nursery and Reception) class. When they enter school, their skills are much lower than is typically found among three-year-olds. They are especially weak in basic communication skills and calculation, and lack confidence in elements of personal and social development. They achieve well because of good teaching that

is well focused on individual needs, and on language and mathematics. By the end of the Reception year, children are still below expected levels for five-year-olds in language, mathematics and social development, but usually reach expected levels in other areas of learning. Children benefit from ample scope to learn through exploration although not all opportunities are exploited by staff to develop speaking and listening skills. Children are well cared for and so are relaxed and well behaved, despite the odd outburst and difference of opinion. Overall, the Foundation Stage is well run and managed.

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What the school should do to improve further

- Make better use of assessment and marking to raise expectations for all pupils.
- Provide more varied and richer opportunities for pupils to develop basic skills, especially in speaking, writing and independent learning.
- Ensure that all levels of leadership are more rigorous in evaluating the school's progress and ensuring a good pace of improvement.
- Increase attendance.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Standards are below average but pupils' achievement is satisfactory. Pupils begin school with skills and abilities that are considerably below those that are typical. By Year 6, standards are below average but showing signs of improvement. In the 2007 national tests for Year 6 pupils, standards were below average especially in English and science; they were closer to average in mathematics. Results in previous years were similar. School data and inspection findings indicate that standards are likely to be higher in the current Year 6, especially in science. This represents satisfactory achievement given the pupils' starting points

By Year 2, standards in reading and writing are usually below average, whilst those in mathematics are average. This was the case in 2007, although standards were broadly average overall, thanks to a strong showing in mathematics. Throughout the school, pupils lack confidence when speaking and writing because their vocabulary, expression and experiences

are quite limited. In addition, pupils rely a bit too much on adult guidance and so lack confidence in using their own ideas. Overall, there is little difference between the achievements of different pupils, including those with learning difficulties and/or disabilities and those who are at an early stage of learning English.

Personal development and well-being

Grade: 2

Pupils' personal development is good. They enjoy school and mostly 'find learning fun', as one group said. They are usually attentive in lessons, the more so when the topic is lively or interesting, and they work well with other pupils. Year 3 pupils, for example, eagerly helped each other when playing a multiplication game on the interactive whiteboard. Overall, behaviour is good, and aids pupils' concentration in lessons. Their spiritual, moral, social and cultural development is good, buoyed by a good range of activities, such as a visit to the Ryedale Folk museum.

Attendance is below average and shows little sign of improving, despite good efforts by the school and welfare officer. Term time holidays are a major cause of absence. Pupils have a positive sense of community. They have made suggestions for improvement, for example by requesting new toilets via the school council and have helped planting bulbs in school grounds with local residents. They are mainly sensitive to other people's needs and so the school is a safe place to be. They have yet to adopt a fully healthy lifestyle through diet, but enjoy exercise in and out of school. With a mixed picture of basic skills, pupils are satisfactorily prepared for life ahead.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory with some good practice. Classrooms are mostly harmonious because lessons are well organised. Clear learning objectives help pupils to understand what is required of them and, at the end of lessons, staff encourage pupils to check how much progress they have made towards these. Pupils are motivated by some lessons because they are interesting or strike a chord. For example, Year 6 pupils were keen to dream up suitable similes to describe celebrities such as Anne Robinson.

However, not all lessons are stimulating enough to hold pupils' interest throughout and guarantee good learning. Although teachers use assessment to plan for the different abilities of pupils, they do not routinely expect enough from pupils. As a result, some pupils work within their comfort zone and lack the challenge that would galvanise learning. Not all teachers make the best use of time in lessons; lessons sometimes get off to a slow start and teachers do not insist on sharp deadlines to ensure that pupils work at a brisk pace. Teachers' marking is often informative and supportive, but its quality varies across the school.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory and rightly focuses on the acquisition of key skills. However, not enough opportunity is provided for the development of speaking skills and independent learning. Despite some good links between subjects, the curriculum is not rich enough to expand pupils'

vocabulary or broaden their experiences sufficiently. In science, the more able pupils in Year 6 do not have enough scope to devise their own investigations. Many pupils rely on teachers' ideas rather than thinking up their own and this restricts their ability, for instance, to solve problems in mathematics for themselves. Inclusion is satisfactory. The school treats all pupils equally, including those with learning difficulties and/or disabilities. Teachers ensure that pupils without English as their first language are quickly able to access the curriculum.

Care, guidance and support

Grade: 3

The school takes satisfactory care of its pupils. Staff are good at working with parents and external agencies to resolve any individual issues: emotional, behavioural or academic. Some pupils have overcome considerable personal hurdles. Teachers use praise and rewards sensibly to show how they value pupils and pupils are well aware of the outcomes if they step out of line. The formal systems of safeguarding pupils are satisfactory; these include child protection, risk assessment and first aid. The appropriate documentation is satisfactorily in place.

The school keeps a good check on pupils' progress over time. This helps the school to provide extra help especially for those who are underachieving. Teachers are also able to set targets in literacy and numeracy, but these are not yet rigorously followed through to produce consistently good progress.

Leadership and management

Grade: 3

The leadership and management of the school are satisfactory. The deputy and assistant headteachers have led and managed the school successfully and standards are beginning to rise. The combined leadership, well supported by the local authority, has the right vision for the school, but has yet to achieve all that it would like. Before his absence, the headteacher had spearheaded distinct improvements in the pupil's behaviour, links with parents and the community as well as the learning environment.

The senior staff know the school well because they regularly monitor all aspects of provision. However, their evaluations are not sufficiently linked to measurable outcomes, especially pupils' achievement. Action plans for development, whilst suitable, are often too broad and not overtly based on skilful analyses of the issues. In addition, the senior staff and governors are not rigorous enough in ensuring that action plans are completed properly and speedily. Nevertheless, governors are supportive of the school and were particularly so during the past two terms.

The school has made satisfactory progress since the last inspection. Key issues have been addressed and its strengths remain. Parents are supportive and praise the quality of their children's education. The headteacher and senior staff, in particular, are keen to develop new ideas for the school and have a fresh sense of urgency to raise the quality of teaching and learning. The school has a satisfactory capacity for further improvement.

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Annex A

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
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?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	3

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 extent to which learners adopt healthy lifestyles	3
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	4
The behaviour of learners	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.

Annex A

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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	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

18 January 2008

Dear Pupils

Inspection of Lingdale Primary School, Redcar and Cleveland, TS12 3DU

I am writing to thank you for the part you played in the inspection of your school. I enjoyed my two days at Lingdale getting to know your school. I really appreciated your thoughts and comments, and these have helped me understand your school.

Your school gives you a satisfactory education. I know you enjoy school and all the activities. Your behaviour is generally good. You look after one another well, are sensible around school and take part fully in the school community, especially through the school council. I know you enjoy taking exercise for the good of your health and you are beginning to improve the balance of your diet. Good luck with that. I know how hard that can be.

You make satisfactory progress in your work. You try hard in lessons when the work is interesting but the standards in the important subjects, especially English, are not as good as they should be. The school has been asked to increase what is expected of you in lessons. It has also been asked to give you lots of interesting activities that will motivate you to improve your speaking, writing and ability to solve problems. You can help yourselves by doing your very best to attend school as regularly as possible. Not all of you do this. This means that those who are often absent, miss out on lots of learning. I hope you will make every effort to get to school every day.

The staff work hard to improve the school and make your lessons more exciting. I have no doubt that you will want to be part of the school's success and will help yourselves by helping your teachers.

I wish you every success for the future.

Yours sincerely

Andrew Scott

Lead Inspector