

Lingfield Primary School

Inspection report

Unique Reference Number	111596
Local Authority	Middlesbrough
Inspection number	325408
Inspection date	13 March 2009
Reporting inspector	Linda Buller

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	244
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Malcolm Carling
Headteacher	Mrs Christine Artley
Date of previous school inspection	23 May 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Buxton Avenue Marton Middlesbrough TS7 8LP
Telephone number	01642 319918
Fax number	01642 319686

Age group	3–11
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Introduction

The inspection was carried out by two Additional Inspectors.

The inspector evaluated the overall effectiveness of the school and the following issues.

- The impact of the actions taken to further improve pupils writing skills.
- The impact on pupils' achievement and standards of the use of information and communication technology across a range of curriculum areas.
- The exceptional elements of pupils' personal development and well-being.

Evidence was collected from the school's records of pupils' progress and the assessments of the standards they attain, from observing teaching and learning, from analysis of pupils' work in books and from discussions with pupils, staff and governors. Parents' responses to the Ofsted questionnaire were also analysed. 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 in this report.

Description of the school

The school is broadly average in size and is situated in an area which is above average in terms of social and economic advantage. Nearly all pupils are from White British backgrounds. The proportion of pupils with learning difficulties and/or disabilities is below average as is the proportion of pupils eligible for free school meals. An above average proportion of pupils have a statement of their 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: 1

This is an outstanding school. A combination of outstanding leadership and management, highly effective teaching and learning and an innovative curriculum, is extremely successful in meeting the needs of each pupil. The vast majority of parents are extremely pleased with what the school provides. Many express the view that it is an exceptional school and feel that they are incredibly fortunate for their children to attend it.

Pupils are polite, enthusiastic and excellent ambassadors for their school. Underpinning pupils' outstanding personal development is the dedication of staff to treating every pupil as unique and capable of giving of their best. Procedures to safeguard pupils meet national guidelines. Pupils say they feel safe and secure and respond by behaving exceptionally well, attending regularly and having very positive attitudes to their work. Pupils' confidence in learning is further boosted by the excellent pastoral care and the well thought out systems to guide and support all individuals academically. This contributes significantly to pupils' outstanding achievement and consistently high standards which are exceptional when compared with the national average. All pupils whatever their individual gifts, talents or learning difficulties make rapid progress. By the end of Year 6, many pupils are working at levels higher than those typically expected for their ages. In the 2007 test results, for example, 69% of pupils reached the higher level in English; 73% in mathematics and 88% in science. School records indicate that 2008 results are equally as impressive. Central to this success is the schools drive to continue to improve on its best. As one parent stated, 'Lingfield has not sat back on its last outstanding report, curriculum opportunities continue to develop'. The excellent partnership developed with other local schools as a means of improving pupils writing skills is one such example. Pupils are provided with a clear focus for their work, exciting opportunities to explore a wide range of genre and a huge boost to their self-esteem by seeing their work published.

Pupils' rapid progress is as a result of outstanding teaching. Teachers' planning is meticulous. It makes very effective use of the data collected about the levels reached by pupils to plan challenging work that meets pupils' needs very well. Other key strengths in teaching are the high quality relationships, very high expectations of what pupils can do and the excellent use of target-setting and success criteria to engage pupils effectively in their own learning.

The school's contribution to community cohesion is outstanding. Consequently, pupils have an excellent understanding of 'community' and the rights and responsibilities which this entails. Older pupils are passionate about their roles as peer mentors and carry out this responsibility with maturity and dedication. The school takes every opportunity for pupils to be involved in the care of their local community. Excellent partnerships provide pupils with a detailed knowledge and compassion for those whose faiths, cultures and social backgrounds are different from their own. Pupils are exceptionally well prepared for their next stage of their education.

Excellent self-evaluation enables the school to have an accurate view of its effectiveness. Decisive leadership by the headteacher and senior staff is highly effective. Detailed and well analysed assessments are used to set and meet challenging targets. A major success has been the initiative to further enrich the already outstanding curriculum. Examples of this are evident in the extremely well planned use of information and communication technology (ICT) to motivate pupils, provide equal access to many subjects and to encourage pupils' individual research activities. For example, animation is used very successfully as a vehicle for pupils to plan their work and the use of hand held computers ensure that pupils are extremely eager to

practice their mental mathematics skills. Staff, pupils and parents are enthusiastic in the comments regarding the school learning platform. This excellent resource provides staff with a vehicle for the sharing of good practice, pupils with the opportunity to continue their learning at home and parents with the information needed to play a full part in their children's learning.

Outstanding governance provides clear succession planning ensuring continued improvement during significant changes in senior staff since the time of the last inspection. Governors use their excellent knowledge of the school to appoint staff, who, as well as complementing existing expertise, bring new and innovative practice. For example, the appointment of a sports coach provides pupils with exceptional sport and fitness opportunities contributing to very high levels of participation and enjoyment. Before, during and after school the hall reverberates with the sound of happy, healthy children. Lingfield has an outstanding capacity to improve still further.

Effectiveness of the Early Years Foundation Stage

Grade: 1

Outstanding leadership and management ensure that children in the Early Years Foundation Stage are very well provided for and quickly settle into the Nursery and Reception classes. Planning for children's learning and development is outstanding and provides an excellent range of opportunities tailored precisely to the needs and interests of each child. This, plus high quality provision for their care and welfare, ensures that not only do the children reach high standards but they also acquire outstanding personal skills. Children's knowledge and understanding when they enter the Nursery is generally above those expected for their age, although early communication skills are often lower. They make good progress in all areas of their learning to reach above and often well above average standards by the time they enter Year 1. Systematic teaching of letters and sounds is highly effective in helping children to develop early reading and writing skills. Nursery children have the opportunity to work and play outdoors at all times in an attractive, exciting and very well resourced learning area. The outdoor area provided for Reception children is less inspiring. Although staff plan for children to extend their learning in a range of different ways, resources do not fully motivate children to explore and find out things for themselves.

What the school should do to improve further

- Improve the outdoor areas for children in the Reception class.

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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?	1
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 capacity to make any necessary improvements	1

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

Achievement and standards

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

¹Grade 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.

Personal development and well-being

How good are 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	1
The extent to which 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 learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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**

16 March 2009

Dear Pupils

Inspection of Lingfield Primary School, Middlesbrough, TS7 8LP

Thank you all very much for the warm and friendly way in which you greeted the inspection team when we visited your school recently. You told us how much you enjoy coming to school and, having spent the day with you, we can understand why. You go to an outstanding school that is such a happy and safe place to be. Everyone gets on so well. I was really pleased to see how very well you behave and the care and concern you have for others. It was very good to hear how much you care about your local area and how much you understand how different people in other countries and in Britain live.

Your headteacher leads and manages your school brilliantly. Your teachers make lessons exciting especially in the way they plan for you to use technology such as computers, digital cameras and the school's learning platform. This helps you to be very successful and enthusiastic learners who work really hard to do the very best you can. Your work in English, mathematics and science is among the very best for children of your age. With the help of your sports coach you also do extremely well in keeping yourselves fit and healthy. No wonder you are so proud of your school.

The Nursery children really enjoy playing and exploring in the wonderful outdoor area, this helps them to learn how to use their imagination and how to get along with each other really well. I have asked the school to improve the outdoor area which the Reception children use so that they are inspired and motivated to investigate and find out things for themselves.

With all best wishes for your futures!

Yours faithfully

Linda Buller

Lead inspector