

# Linby-cum-Papplewick CofE (VA) Primary School

## Inspection report

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<b>Unique Reference Number</b>	122807
<b>Local Authority</b>	Nottinghamshire
<b>Inspection number</b>	327800
<b>Inspection dates</b>	17–18 June 2009
<b>Reporting inspector</b>	Roger Sadler

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.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	118
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
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rev Canon Keith Turner
<b>Headteacher</b>	Mr Domenico Conidi
<b>Date of previous school inspection</b>	14 June 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Quarry Lane Linby Nottingham Nottinghamshire NG15 8GA

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<b>Age group</b>	4–11
<b>Inspection dates</b>	17–18 June 2009
<b>Inspection number</b>	327800

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## Introduction

The inspection was carried out by an additional inspector.

## Description of the school

Almost all pupils in this school are of White British background. The proportion eligible for free school meals is well below average. A below average percentage of pupils have learning difficulties and/or disabilities. The proportion of pupils with a statement of special educational needs is also below the national average. Early Years Foundation Stage provision is located in the mixed age Reception and Year 1 class. Pupils start school and become full time at the beginning of the school year of their fifth birthday. The school has received the Active Mark award for physical education.

## 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. Pupils achieve well and their personal development and well-being, including spiritual, moral, social and cultural development is outstanding. A key reason for the school's success is that it is well led and managed. The headteacher and other leaders monitor and evaluate the work of the school carefully and accurately and direct its programme of improvement well. Children enter the Early Years Foundation Stage with knowledge and skills in line with those expected nationally for this age and, by the time they leave Year 6 standards are above average. The school sets ambitious targets for pupils' attainment and school records and pupils' work indicate that a good proportion of pupils are on track to attain above expected standards by the time they leave the school. The school regularly assesses and monitors each pupil's progress and extra support is given to those at risk of falling behind. Good teaching, a good curriculum and effective care guidance and support are key reasons why pupils make good progress throughout the school. The school has improved significantly since the last inspection and has a good capacity to continue to improve in the future.

Over the last two years, improved teaching of letters and their sounds and more effective assessment of reading has had a good effect on standards in reading and writing in younger classes. Standards here are rising significantly and are currently significantly above average at the end of Year 2. Throughout the school, pupils with learning difficulties and/or disabilities progress well because they receive carefully tailored support from teachers and teaching assistants. Higher attaining pupils are suitably challenged and make good progress. Greater staffing stability for Year 5 and 6 pupils over the last four terms and consistently good teaching have had a positive effect on rates of progress in these years and standards are also rising. However, although some good examples of marking were observed, teachers' marking is not fully effective in providing clear guidance for pupils on where and how to improve their work. Teachers are skilful in clarifying to pupils what learning is expected in lessons but opportunities for self-assessment of their work by pupils are sometimes missed. Consequently some pupils are unclear about where to focus their efforts to improve particular aspects of their work, especially in subjects other than writing.

Pupils behave well around school and relationships are very strong. Pupils are friendly and polite and make an excellent contribution to the school community and beyond. They have a very strong sense of justice and a deep respect for the views and beliefs of others. Pupils readily and enthusiastically accept the broad range of opportunities provided for them to take on responsibility both within school and beyond. They show excellent understanding of how to act safely and also show great consideration for the safety of others. They develop an outstanding awareness of how to keep fit and stay healthy. Parents' and pupils' views of the school are overwhelmingly positive. Both parents and pupils are particularly appreciative of the high standards of care and the 'family' atmosphere of the school. One parent reflected the views of many when she wrote, 'There is a warm, friendly atmosphere and the Christian ethos is evident throughout all aspects of the school.' The vast majority of pupils attend regularly and pupils thoroughly enjoy school and appreciate how teachers try and make learning interesting and fun.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

By the end of Reception the majority of children achieve well and exceed standards expected for their ages, particularly in reading. Children make good progress in the Early Years Foundation Stage because teaching and all other aspects of provision are good with welfare being outstanding. Effective ways of enabling children to develop independence and confidence help them settle into and enjoy coming to school. Children make good progress in their communication skills due to the strong emphasis placed on this aspect. Rates of progress in reading and writing have accelerated greatly this year due to the introduction of daily lessons in letters and sounds and children are making excellent progress in their reading. There is a good mix of activities that children can choose themselves and those that adults direct, but occasionally the balance of these in a particular session is not fully effective. This results in a few children becoming restless when they spend too much time in teacher directed activities. The Early Years Foundation Stage is well led and staff have a clear understanding of where improvements are needed. For example, the leader is aware that the limitations of the building mean that the outdoor areas are not fully amenable to independent play. Improvements are planned to address this aspect of the school's provision. Regular assessments help staff know the particular needs of each child well. Parents rightly recognise that children's welfare is given a very high priority and strongly promoted so that their children feel safe and happy in school.

### What the school should do to improve further

- Ensure marking consistently provides clear pointers for improvement and improve pupils' ability to assess and how to improve particular aspects of their own work, especially in subjects other than writing.

## Achievement and standards

### Grade: 2

By the time pupils leave the school they have made good progress and achieved well to attain above average standards. Although Year 6 pupils have attained average standards over the last 3 years, rates of progress have improved well this year and standards in English and mathematics are above average. Standards in Year 2 this year have risen considerably and are now significantly above average. An improved approach to teaching handwriting is resulting in many pupils in Year 2 presenting their work well. Pupils' presentation of work in older classes has not yet fully benefited from these changes. Small group teaching, often by teaching assistants helps pupils with learning difficulties and or disabilities enjoy school, make good progress and achieve well. Good emphasis on speaking and listening throughout the school result in many pupils showing above expected skills and confidence in speaking and listening by Year 6. The school places strong emphasis on music and physical education (PE) and standards in these subjects are above nationally expected levels for this age.

## Personal development and well-being

### Grade: 1

Pupils love coming to school and their keen enjoyment of lessons significantly contributes to the good progress they make. Although a few pupils take extended family holiday breaks, attendance rates are good. Pupils' spiritual, moral, social and cultural development is outstanding. They reflect on events in their own lives readily and show great sensitivity for the

difficulties of others. They have a good understanding of differing and diverse faiths and traditions. Pupils almost always behave well in classes except on the rare occasions when teaching is less demanding and a few become unsettled. Pupils are thoroughly aware of dangers and safety outside of school, including road and internet safety and also of the dangers of some drugs. Pupils show excellent awareness of how to lead a healthy life and are very keen to participate in the many sporting opportunities provided in school. Many pupils make an excellent contribution to the school and wider community and are developing a mature understanding of being good citizens. This is done, for example, through being members of the School Council, the Helping Hands group or as reading partners who hear younger pupils read. Many pupils enjoy being involved in Maypole dancing at the Village summer fete. Their strong personal qualities and above average standards in basic skills such as literacy and numeracy contribute well to their preparation for the next stage in their education and later life.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Whole class teaching is often interesting and good quality resources, such as interactive white boards and visitors to school are used to ensure pupils thoroughly enjoy lessons and develop very positive attitudes to learning. Teaching assistants provide strong support for learners when they are working in groups, especially the learning of those with learning difficulties and/or disabilities. They are less effectively deployed during whole class sessions. Improved resources for reading, carefully organised by level of difficulty, are having a good effect on pupils' attitudes to and skills in reading. Teachers often develop checklists with pupils that show them the particular characteristics of a good piece of writing although these are not always used to guide pupils' assessment of their own and others' work to clarify how they might improve. Pupils are given frequent opportunities to hold discussions and these contribute to their good progress in speaking and listening.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum to support pupils' personal development is excellent. Good quality assemblies and daily circle time develop pupils' abilities to reflect sensitively on their own lives and those of others. The curriculum to support their academic progress is good, results in pupils achieving well and is enriched by a regular programme of out of school clubs and activities and first hand learning experiences. The pupils especially enjoyed the VE (Victory in Europe) celebration day and the rich range of learning experiences provided. In addition, the teacher skilfully used this occasion to assess their knowledge of Britain in the Second World War. Although pupils make good progress in their writing, opportunities are sometimes missed to develop particular writing skills in subjects other than English. The school is currently working to ensure improved links between teaching and learning in different subjects.

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

#### **Grade: 2**

All staff are dedicated to the welfare of pupils and provide excellent pastoral care. Child protection and safeguarding procedures fully meet legal requirements. The school's systems

of ensuring good attendance are effective and applied to good effect. Pupils feel very safe in school and say that they know that there is always an adult who will help them if this is needed. The school meticulously tracks the progress of each individual and uses this information well to direct additional support. Sometimes teachers' marking provides clear guidance to pupils on where they need to improve, especially in writing, but marking and oral feedback to pupils in lessons is not always sufficiently focused on guiding pupils on where they need to concentrate their efforts.

## **Leadership and management**

### **Grade: 2**

The headteacher not only provides a clear and effective lead but is also aware of the need to develop the leadership skills of others. Subject leaders carefully evaluate pupils' learning in their subjects and their role is currently being strengthened further by providing them with training to help them undertake first hand observations of teaching. Governors carry out their roles in supporting and challenging the school effectively and are aware of the need to improve their skills in analysing data to help them compare the performance of the school with similar schools nationally. The school has a clear understanding of where improvement are needed and the improvement plan concentrates on the correct priorities. The school makes a good contribution to community cohesion. The school itself is a happy cohesive community and works effectively to broaden pupils' understanding of other faiths and ways of life in Britain. The school is currently working to extend pupils' first hand experience and understanding of different communities by establishing links with a school abroad and by introducing modern foreign languages to the curriculum. Parents appreciate the good quality information they receive and are pleased with the new email system and look forward to the school web-site becoming fully effective.



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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?	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?	2
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	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/or disabilities make progress	2

<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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	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	2
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	2

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	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?	2

## 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 eliminated	2
How well does the school contribute to community cohesion?	2
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**

19 June 2009

Dear Pupils

Inspection of Linby -cum-Papplewick CofE Primary School, Linby, NG15 8GA.

Thank you for making me so welcome when I came to inspect your school. I would like to give special thanks to the polite and helpful group who gave up part of their lunchtime to talk to me. I thoroughly enjoyed talking to you and your teachers and watching you learn.

Yours is a good school. It is well run, giving you a good education and a good preparation for life in your next school and in the wider community. Adults provide good teaching so that you make good progress. I am pleased yours is such a happy school and that you and your parents are so pleased with it.

You clearly enjoy school and almost all of you attend very regularly. You all have an excellent understanding of how to act safely and how to keep healthy. You show a clear understanding of what is right and what is wrong, show great consideration for others and are very friendly to each other. You should be proud of your good behaviour and manners. Those of you who find learning difficult make good progress because the school helps you learn.

There are many things that your headteacher, the staff and the governors want to improve because they want your school to get even better! I agree with them that to help you make even better progress, they should:

- ensure teachers give you clear pointers for improvement when marking your work and help more of you to assess your own learning and see how to improve particular aspects of your work, especially in subjects other than writing.

I send you my very best wishes for the future.

Yours faithfully

Roger Sadler

Lead inspector