

Lincewood Primary School

Inspection report

Unique Reference Number	134022
Local Authority	Essex
Inspection number	328802
Inspection dates	28–29 April 2009
Reporting inspector	Paul Cosway

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	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	375
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 Stuart Hayter
Headteacher	Mr Tim Eastwell
Date of previous school inspection	5 July 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Berry Lane Langdon Hills Basildon Essex SS16 6AZ
Telephone number	01268 412888
Fax number	01268 491139

Age group	4–11
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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

This is a larger than average school. The proportion of pupils entitled to free school meals is close to average. Most pupils are from a White British background and fewer are learning English as an additional language than in similar schools. The proportion with learning difficulties and/or disabilities is average. These needs vary but there are more pupils than normally seen with complex learning difficulties and physical disabilities. Attainment on entry to the school is below average, especially in communication, language and literacy and numeracy skills.

The school has Activemark for its work in physical education, the Healthy Schools Award and Investors in People status.

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 which has improved significantly since the last inspection and is well placed to improve further. It is an inclusive school that nurtures its pupils' personal development as well as helping them to achieve well from their starting points. The school has accurately identified the need to accelerate children's learning in the Early Years Foundation Stage. However, pupils' progress well overall because of the good quality provision, including effective teaching, a broad, stimulating curriculum and good care and support. Those who find learning more difficult, pupils with physical disabilities and those with particular gifts or talents all achieve well, partly because of the care and support they receive from the well-organised teaching assistants. Standards at the end of Year 6 are above average overall and are especially high in science.

Teachers' very good, positive relationships with pupils, along with the interesting lessons they plan, help pupils to develop extremely positive attitudes towards school and an eagerness to work. Behaviour in lessons is excellent. Assessment information is used well to track pupils' progress in their learning, but there are not yet enough opportunities for pupils to be involved in their own assessment. Pupils' personal development is good. They very much enjoy coming to school. The school has improved pupils' attendance rates but they are at an average level, partly because of the numbers of parents who take their children on holiday in term time.

Pupils make a good contribution to the school and the local community. They are prepared well for their future education and lives through the good progress they make in basic skills, as well as their participation in the democratic process through the school council. The curriculum is good: it includes the teaching of Spanish to the older pupils, and many educational visits. There is good provision for physical education, but relatively few after-school clubs for a school of this size. The school meets all requirements for the safeguarding of pupils.

The headteacher provides good leadership, supported well by his leadership team, and focuses school development well on raising standards further. The school's self evaluation is accurate. Almost all parents praise the school and are delighted they chose it. A small number would like the school to take more account of their views. It consults with them regularly but is looking for ways to involve them even further. The governing body provides a good level of support and is aware of the school's strengths and areas for improvement. The school gives good value for money.

Effectiveness of the Early Years Foundation Stage

Grade: 3

Children enter the school with skills and knowledge that are below average compared with typical four year olds. Their skills in reading and writing are particularly weak. They make satisfactory progress, taking into account their starting points, but are still working at below average levels when they enter Year 1. Teachers work hard to give children an enjoyable start to their schooling. The environment is extremely attractive and very well organised, both indoors and outdoors. Staff are increasingly developing activities that motivate and engage the children. Currently, for example, learners are enthusiastically designing artefacts for superheroes and counting 'in the jungle'. Teaching is satisfactory overall as leaders know that opportunities for writing are not yet sufficiently developed. The new leadership has not been in place long enough to make significant changes and is already satisfactory. It is ensuring that children's personal

development and welfare are good. Planning for tasks led by adults is good, but planning for activities to be done independently is not detailed enough to ensure that children know enough about what they might learn. They therefore miss opportunities to try things out.

What the school should do to improve further

- Improve the quality of assessment information given to pupils and increase their involvement in setting their own targets so that they understand the next steps in their learning and are able to improve their work.
- Improve the quality of learning in the Early Years Foundation Stage by giving children more opportunities to write and planning independent activities that provide clearer learning opportunities.

Achievement and standards

Grade: 2

Children begin their Reception Year with standards below those expected for their age and a low levels of literacy slows their progress, although it is satisfactory. Hard work along with good teaching ensures that all pupils achieve well and make good progress in Years 1 and 2. Currently, pupils' attainment in reading, writing and mathematics is close to the national average in Year 2. In the national assessments for seven year-olds in 2008, results were slightly below average and this represented an improvement on 2007.

As pupils' literacy skills improve, their overall rate of progress increases. They achieve well in Key Stage 2. By the end of Year 6, standards are, overall, above those expected for their age and almost all pupils make the expected two levels of progress in Years 3 to 6. In the 2008 national tests, standards were above average in English and well above average in mathematics and especially high in science. This represented good achievement in English and mathematics and outstanding achievement in science. Although most pupils reached the expected level for their age in English, relatively few reached Level 5, reflecting difficulties that some still have with communication skills. The school exceeded its targets for performance in the national tests in 2008 and is on track to meet its equally challenging targets for 2009.

Personal development and well-being

Grade: 2

Pupils thoroughly enjoy their time at Lincewood. A representative group said their school is 'excellent' and that teachers are 'kind' and lessons 'very interesting'. Pupils are very confident in saying that they feel safe at school, that there is little bullying and only the odd argument. Outstanding relationships and thoughtful provision result in excellent behaviour. Pupils' good social skills and the emphasis on caring help them to make good progress in their spiritual, moral, social and cultural development. Their concern for others is demonstrated through their participation in fundraising for charities. For example, pupils were keen to take part in a sponsored walk in aid of the comic relief fund. The school council explained enthusiastically the ways in which they contribute towards improving the school, most notably through providing playground equipment. The school's Activemark and renewal of the Healthy Schools Award testify to the pupils' excellent progress in learning to be healthy. The school has done everything it possibly can to improve attendance. It is now satisfactory and has improved since the last inspection.

Quality of provision

Teaching and learning

Grade: 2

Teachers have high expectations, maintain very good relationships in their classes and excellent discipline. As a result, pupils' behaviour is excellent and pupils are both motivated and keen to succeed in their work. Pupils work well individually and in small groups, and are adept at problem solving and finding information. Lessons are planned effectively to provide a range of interesting and relevant activities focused around clear learning objectives that are shared with the pupils, so that they know what they are expected to do and how to succeed. Activities are generally organised to meet the different learning needs of the full range of pupils in the class. Occasionally, however, some pupils find the work that is set too difficult and this affects the pace of their work. Classroom assistants support pupils well and are a valuable classroom resource. They help to ensure that all pupils, including those with physical disabilities, have an equal chance to succeed in all school activities.

Curriculum and other activities

Grade: 2

The curriculum is broad, with a good emphasis on the basic skills of numeracy and literacy. It ensures that pupils systemically develop the necessary skills to make very effective use of information and communication technology. The school has just begun to teach Spanish to all pupils in Key Stage 2 and their learning is broadened further by an impressive range of visits to places of interest such as Hampton Court. Successful themed weeks are dedicated to work in mathematics, science and the arts. Work in literacy is increasingly being used well to support work in other subjects, such as history and geography. Specialist teaching is helping to raise standards in physical education and the school's on-site facility for swimming ensures that almost all pupils are confident swimmers by the time they leave. There are good opportunities for pupils to work with different faith groups in the local community to promote their understanding of world cultures.

Care, guidance and support

Grade: 2

The inspection confirmed pupils' views that they are cared for outstandingly well. Arrangements to keep learners safe are good, as is the provision for pupils who have physical disabilities. Teachers make good use of appealing and successful intervention programmes, such as the gym trail to improve coordination, and the cameo club for social skills. Assessment information is used effectively to ensure that the progress of any children who might be vulnerable is carefully tracked. Academic guidance for pupils has good aspects, but is relatively weaker than other areas of support. Pupils are not always clear enough about their targets. In addition, teachers are inconsistent in giving learners enough information to help them improve their work on a day-to-day basis. This is partly because the school has been reviewing assessment strategies and has yet to implement fully some of their new procedures.

Leadership and management

Grade: 2

The senior leadership team is accurate in its evaluation of the school's strengths and weaknesses. As a result, it has been able to bring about improvements in teaching and learning since the last inspection. Teachers and pupils are set challenging targets. The school has very effective systems for monitoring and developing teaching and makes good provision for encouraging and supporting pupils who fall behind their target grades. Standards in English, mathematics and science at the end of Year 6 have risen, as a result, from below average at the time of the previous inspection to being currently above the national average overall. The leadership team is aware that there are inconsistencies in the ways that teachers use assessment information to help pupils to improve their work. It has monitored this, but has not yet implemented the necessary changes.

Coordinators' monitoring and leadership of their subjects are thorough. Governance is good. Governors visit the school regularly to monitor its work and hold it to account. As a result, they have a good grasp of the school's strengths and of its areas for development. Throughout the school, there is a genuine commitment to equal opportunities and community cohesion. The school fosters good links with groups from all major faiths to help pupils understand and value world cultures, and there is a clear action plan for making community provision even more 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?	3
How well do children in the EYFS achieve?	3
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?	3
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

Achievement and standards

How well do learners achieve?	2
The standards ¹ 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

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?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	1
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	2

The quality of provision

How effective are teaching and learning in meeting the full range of 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?	2

Leadership and management

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

30 April 2009

Dear Pupils

Inspection of Lincewood Primary School, Basildon, SS16 6AZ

Thank you for being so very welcoming to us when we came to your school. You were all very friendly and helpful. We enjoyed the many conversations we had with you and hearing your lovely singing. We are writing to let you know what we found out.

You told us that you like your school very much and we liked it too. It is giving you a good education. It is helping you to enjoy learning and discover the wonder of finding things out for yourselves, especially in science. It is giving you a good start in life so that you grow into confident and sociable young people. You are friendly to everyone and you know what to do to keep healthy and safe. Your teachers work hard to make lessons interesting for you. Your behaviour is excellent and you try very hard to do your best work. As a result, your results at the end of Year 6 are better than those in many other schools.

We have asked the school to work harder to make sure that you know how to make your work even better. We have also asked teachers to make sure that the youngest children learn as much as possible while they enjoy the many fun activities that have been organised for them.

We wish you the very best for your future lives. Make the most of your time in this lovely school!

Yours sincerely

Paul Cosway

Lead inspector