

Linthorpe Community Primary School

Inspection report

Unique Reference Number	134259
Local Authority	Middlesbrough
Inspection number	328868
Inspection date	6 March 2009
Reporting inspector	Ann Wallis

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)	593
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	Cllr Stephen Bloudele
Headteacher	Miss Lynn Salton
Date of previous school inspection	13 June 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Roman Road Linthorpe Middlesbrough TS5 6EA
Telephone number	01642 885222

Age group	3–11
Inspection date	6 March 2009
Inspection number	328868

Fax number

01642 811319

Age group	3-11
Inspection date	6 March 2009
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Introduction

The inspection was carried out by two Additional Inspectors.

The inspection evaluated the overall effectiveness of the school. It also investigated the following issues:

- standards and achievement across the school, especially in mathematics and for those pupils with English as an additional language
- the effectiveness of leaders and managers at all levels in ensuring consistently good or better practice in all areas of the school's work
- the features which would support the school's judgement that the curriculum and care, guidance and support are outstanding.

Evidence was collected from discussions with the headteacher, staff, pupils and the chair of governors. Lessons were observed and school documents and parents' questionnaires were scrutinised. Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation form, were not justified, and these have been included where appropriate in this report.

Description of the school

This is a much larger than average school with most pupils coming from a socio-economically mixed catchment area on the edge of central Middlesbrough. An average proportion of pupils are entitled to a free school meal. While most pupils are White British, over a third come from minority ethnic backgrounds. This proportion is increasing year-upon-year with most of these pupils also having English as an additional language. The proportion of pupils with learning difficulties and/or disabilities is below average. Provision for children in the Early Years Foundation Stage is in the Nursery and in three Reception classes.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Linthorpe Primary is a good school with many outstanding features. It is a highly inclusive school where every individual is valued and their achievements are recognised and rewarded. Consequently pupils really enjoy learning and morale is very high. Pupils' personal development and the curriculum they follow are both outstanding and are supported by the school's excellent links with a wide range of partners. Pupils are exceptionally well cared for, guided and supported during the school day and during breakfast and after school clubs. The staff get to know their pupils extremely well from an early age through close links with their families and with the community. High levels of adult supervision, well targeted and knowledgeable support for vulnerable pupils, excellent use of specialist agencies and very robust safeguarding arrangements all ensure that pupils feel extremely safe and very well cared for. A consistent marking policy is very effectively followed so all pupils are well aware of how well they are doing and how to improve their work to reach their challenging targets.

Pupils' behaviour and their attitudes to learning are excellent. Attendance has risen since the last inspection and is now above average. Pupils have an excellent understanding of how to stay fit and healthy, which has been recognised by the school achieving the Healthy Schools Award. Their spiritual, moral, social and cultural development is outstanding. Pupils are given extensive opportunities to contribute to their local community and to gain an appreciation of issues of national and global importance. Hence the school makes a good contribution to the cohesion of its own diverse community and to increasing pupils understanding of communities further afield. Through a range of very successful projects such as making a video about the need to provide clean water they develop good team working and interpersonal skills which prepare them well for their futures.

Standards are above average and pupils' achievement is good. Pupils enter Year 1 at an average level and make good progress as they move through the school to reach above average standards when they leave Year 6. In the 2008 Key Stage 1 assessments pupils reached broadly average standards, as they have done for the last three years, reflecting their good progress and Year 6 pupils achieved well also in 2008. They reached above average standards and school targets were met. Pupils achieved best in English and science but less well in mathematics. In 2008 the gap between the achievement of minority ethnic and other pupils narrowed considerably. Girls whose first language was not English achieved particularly well. Pupils with learning difficulties and/or disabilities achieved as well as their peers. Current pupils were seen to be achieving well in lessons and the work in their books confirms this. A range of strategies to improve teaching and learning, assessment and intervention in mathematics are in place. The full impact of these has yet to be felt but detailed school assessment data indicates that current Year 6 pupils are on track to reach their targets this year.

Pupils achieve well because teaching and learning are good. Teachers know their pupils well and lessons are conducted in an atmosphere of respect and trust. Most lessons proceed at a brisk pace and varied activities engage pupils' interest so they enjoy learning and work hard. Teachers ask perceptive questions and their explanations are clear so pupils make good progress. In a minority of lessons the pace of learning is slower because the work is not as well matched to the needs of the pupils and higher attainers are not always challenged to achieve their best. Books are marked thoroughly and pupils know what they need to do to improve and reach their targets. Pupils with learning difficulties and/or disabilities and those with English as an additional

language achieve well because they receive well-targeted individual support from skilled and well-deployed teaching assistants and teachers.

The curriculum is outstanding. It is extremely creative and an integrated approach to teaching different subjects has been embedded in the work of the school for some years. Pupils say how much they enjoy studying topics such as 'the Greeks' and 'World War 2' where they can use their literacy, numeracy, artistic and information and communication technology skills across a range of subjects. An excellent personal, social and health programme, regular French lessons and the study of 'philosophy for children' all enrich the curriculum. A very large range of exciting visits and interesting visitors to the school enhances the curriculum further and add greatly to pupils' real enthusiasm for learning.

Leadership and management are good. The leadership team, some of whom are recently appointed, work together seamlessly and set a very clear agenda for school improvement. This is wholeheartedly supported by all staff and a very 'can do' attitude pervades the school. Governance is good. Governors know the school well, monitor its work effectively and are very supportive of it. Finances are well managed and the school makes the most of its somewhat cramped accommodation to provide a stimulating learning environment. The school provides good value for money. The monitoring of teaching and learning is becoming increasingly robust and the school now has a very clear picture of its strengths and weaknesses. Leaders and managers at all levels have been very successful in ensuring consistently good or better practice in all areas of the school's work. Issues from the previous inspection have been addressed successfully. Hence the school, under its talented leadership team, has outstanding capacity to improve further.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children enter Early Years Foundation Stage with below average skills for their age. Increasing numbers have no English or are just beginning to learn English. By the time they leave the Reception classes most have made good, and some have made outstanding progress in personal social and emotional, language and mathematical development. Children's personal development and the way in which their welfare is promoted are outstanding. They play very well on their own and within groups and increasingly take responsibility for choosing activities and so develop their independence. They really enjoy learning because they have opportunities to forge friendships with children from different backgrounds and cultures. Relationships with adults are excellent. Behaviour is outstanding because children are engrossed in their learning and know what is expected of them. Teachers know their children very well and treat them as unique individuals. They work well to involve parents at the earliest opportunity in their children's learning. Activities are planned to meet the full range of abilities and needs and in this supportive climate for learning, children feel very safe and rapidly grow in confidence. Nursery children are equally at home learning both indoors and outdoors and their achievements are carefully monitored and recorded. In Reception class there is less opportunity for learning in the outdoors. The adult to child ratio is high and enables children to receive additional support whenever necessary. Resources are of a high quality, are plentiful and are used to good effect to motivate and stimulate children's imagination. Leadership and management are good. There is a common sense of purpose amongst all staff and they work hard to share information and ideas and to update training. Links with parents and other agencies are a strong feature of the Early Years Foundation Stage and contribute to its success.

What the school should do to improve further

- Raise standards and achievement in mathematics at Key stage 2 to match those in English by sharing good practice and continuing to sharpen assessment processes.

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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?	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?	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?	1
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 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?	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	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?	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?	2
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	2
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?	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**

Dear Pupils,

Inspection of Linthorpe Community Primary School, Middlesbrough,

TS5 6EA

Thank you so much for making myself and Mr Kemp so welcome when we visited your school last week. I should like to give a particular thank you to those of you who took time to talk with us and told us all about the many good things that happen in your school. Please also thank your parents for returning our questionnaires and letting us know their views about your school.

These are some of the things we have included in our report about your school;

- Your behaviour and attitudes to learning are excellent.
- Yours is a good school where you reach above average standards and achieve well.
- Your personal development, the curriculum you study and the care, guidance and support your school gives you are outstanding.
- The leadership and management of your school are good.
- Teaching and learning are good.

What we have asked your school to do now;

- Raise standards and achievement in mathematics at Key Stage 2 to match those in English.

You can help your school to improve even further by continuing to attend regularly and working with your teachers to achieve the very best you can.

Best wishes for the future.

Ann Wallis

Lead inspector