

# Lingfield Primary School

## Inspection report

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<b>Unique Reference Number</b>	125124
<b>Local Authority</b>	Surrey
<b>Inspection number</b>	340725
<b>Inspection dates</b>	3–4 March 2010
<b>Reporting inspector</b>	Paul Canham

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	443
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Catherine Hearnden
<b>Headteacher</b>	Ron Gandolfo
<b>Date of previous school inspection</b>	29 November 2006
<b>School address</b>	Vicarge Road Lingfield RH7 6HA
<b>Telephone number</b>	01342 832626
<b>Fax number</b>	01342 836167
<b>Email address</b>	head@lingfield.surrey.sch.uk

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Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

T: 08456 404045

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E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

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## Introduction

This inspection was carried out by four additional inspectors. The inspectors spent the majority of their time in school looking at learning. They visited 21 lessons and observed 17 teachers. The inspectors also held meetings with governors, staff and a group of pupils, and talked with pupils in lessons. They observed the school's work and looked at a range of documentation, including assessment and attendance information, lesson plans, safeguarding arrangements, school development planning, governing body minutes and pupils' work. Inspectors also scrutinised the 125 questionnaires received from parents, as well as those from staff and a sample of pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the extent to which higher expectations of academic performance are tackling variation in learning and raising attainment
- how successfully the school's leadership team and governing body are influencing the rate of pupils' progress and lifting performance
- how successfully the school promotes community cohesion in relation to this country and beyond.

## Information about the school

The school is larger than most other primary schools. The large majority of pupils are from families of White British heritage. The proportion of pupils with special educational needs and/or disabilities is below average. Children enter the Early Years Foundation Stage into one of two Nursery classes that have flexible arrangements to meet the particular needs of parents and carers. There has been a high turnover of staff in recent years. Among its awards, the school has National Healthy Schools status and Investors in People.

The after-school care provision within the school is managed by the governors and was included in this inspection.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

### Main findings

The school provides a satisfactory education for its pupils. It has a number of good features. A particular strength is the caring and supportive environment, which places a high priority on enhancing pupils' self-esteem and developing their confidence. Such positive features are reflected in pupils' well-developed personal qualities, including their good behaviour, their enjoyment of learning, and their good progress. They also have a good understanding of healthy lifestyles and keeping safe. Clubs and after-school activities provide pupils with a number of opportunities to develop their creative and performance skills. Parents and carers are overwhelmingly supportive of the school. One parent's comment sums up the views of several: 'Being at school has always been a positive experience...and we are happy with the progress both children have made.'

Strengthening of the school's leadership team has injected the rigour and tenacity needed to address low attainment and underachievement, both of which were characteristic of the school's recent history. The work of this team is the key factor in driving improvement and increasing the pace of change to the point that the school has turned a corner. The school knows what it needs to do to lift attainment and improvements have been made in substantial areas, including teaching and assessment procedures. Although governors are visible in the school, their monitoring role is not as strong as it should be. They recognise the need to strengthen this and hold the school to greater account for tackling weaknesses and improving standards. The senior leaders' overall awareness and vision are informed by an increasingly accurate self-evaluation and, as a consequence, the school is soundly placed to move forward. However, the school's documentation does not have sufficiently clear pointers by which it can regularly measure and judge the effectiveness of its actions.

A systematic and robust approach to monitoring has been introduced and tracking systems have been established. Consequently, from an outstanding start in the Early Years Foundation Stage, pupils continue to make good gains in their learning, which are leading to much improved attainment at Key Stage 1. This wave of improved performance in Key Stage 1 is reflected in the good progress in almost all classes in Key Stage 2, where attainment is improving strongly. Consequently, pupils are on track to reach challenging targets, which are close to national averages, with a significant increase in the number of pupils in line to reach higher-than-average levels in both English and mathematics by the end of Year 6.

The school knows that the quality of teaching and learning is at the heart of improved performance. The push for consistently good teaching is evident in the continual review of classroom practice. Detailed assessment procedures support successful teaching, which engages pupils and motivates them with interesting activities. Consequently,

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pupils are progressing well in lessons that are, typically, lively and well paced. Closely tailored support ensures that pupils with special educational needs and/or disabilities make progress in line with their peers. In a few lessons, however, planning is not used as well as it should be to tailor activities to pupils' differing needs and stretch the more able pupils from the very start of lessons in English and mathematics.

**What does the school need to do to improve further?**

- Ensure that teaching is consistently good or better by always:
  - raising expectations of what pupils can achieve in both writing and mathematics
  - providing challenging tasks that are pitched at the right level, particularly for the more able pupils.
- Take a more rigorous approach to development planning by sharpening documentation and making sure that it includes specific and measurable success criteria by which it can judge the impact of its actions.
- Strengthen the role of the governing body by ensuring that members monitor and evaluate the work of the school more closely.

**Outcomes for individuals and groups of pupils****3**

Pupils' enjoyment of learning is characteristic of lessons, as seen particularly in their eagerness to become fully involved in challenging and well-paced activities in English, mathematics and French. It also indicates the good pace of learning across the school. Pupils work well in small groups and undertake research with confidence, using dictionaries and other sources of information to find things out for themselves. In English, they write with enthusiasm when given the opportunity to work creatively, using different techniques such as the use of similes and metaphors. Pupils also show great satisfaction in getting the tasks right, and explaining the reasons behind their answers, in subjects such as mathematics.

Children benefit from an exceptionally good start in the Early Years Foundation Stage and are well prepared for Year 1. This recent surge in improved performance continues into Key Stage 1, where higher attainment levels indicate an improving picture. In Key Stage 2, the work seen in lessons and pupils' books reflects a vastly improving picture, particularly in writing, with pupils making more rapid gains in almost all classes. There are no significant differences in progress between different groups of pupils, including those with special educational needs and/or disabilities. More able pupils also make overall progress in line with their classmates, although they are constrained in a few lessons where they are not challenged enough.

Pupils say the school encourages them to do their best. They like coming to school because they feel secure in the supportive environment. These positive attitudes are evident in the above-average attendance of almost all pupils. They also express much enjoyment of practical activities, such as art, dance and drama. Pupils show an understanding and sensitivity towards the cruel outcomes of armed conflict and the

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need to celebrate different forms of bravery, which can come in several guises. Pupils are considerate towards each other and are aware of dangers in and out of school. They are polite and courteous, and willingly take on responsibilities to help the school run smoothly. The school council provides good opportunities for pupils to represent the views of others and help make decisions regarding the running of the school.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

Good subject knowledge, well-paced and interesting activities, and effective use of support staff are key strengths of teaching. Good relationships are often used to lift expectations and the use of incisive questioning gives pupils opportunities to think about their work and reflect on the answers. Topics, such as those that encourage imaginative writing and link different subjects, capture pupils' interest and hold their attention. Consequently, pupils willingly become interested in their learning and want to find out more for themselves. Nevertheless, there is some remaining inconsistency in teaching, which ranges from outstanding to satisfactory, and not all lessons are sufficiently paced to challenge the more able pupils. For example, long introductions do not always cater

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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for those who learn more quickly. However, assessment information is often used well to adjust the teaching methods. Pupils are happy that they can ask for help when they need it, although they are not always sure what they need to do to improve their work. Strengths of the curriculum include the linking of different subjects and the development of pupils' performance and creative skills in subjects such as physical education and art. French adds a further dimension. To overcome weaknesses in writing the school has introduced a whole-school approach which gives more opportunities for pupils to read and write for different purposes. This is already proving to be successful. The school knows it still has much to do and is now placing a strong focus on mathematics. The curriculum is underpinned by the effective use of information and communication technology, which enhances learning and gives pupils access to a wide range of resources.

Pupils' experiences are enriched by a number of popular clubs and trips, and by a supportive and sensitive programme of personal, social and health education.

The good support for pupils' personal development is recognised and valued by parents and carers. The pastoral care successfully extends to breakfast and after-school provision. My daughter is happy to go to school every day,' one parent commented, '...and it amazes me that the teachers and the headmaster are able to treat each child as an individual and to know them so well.' Individualised programmes of support are successfully drawn up for vulnerable pupils, covering a wide range of personal and learning needs. These programmes are supplemented by close attention to the tracking of the pupils' progress.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

Recent changes to the school's leadership and management team have led to a sharpening of monitoring procedures and a greater awareness of the road the school needs to travel to overcome past underachievement. The school's collective leadership is developing a school that is committed not only to developing each pupil's self-esteem but also to raising standards in all aspects of its work. This is already beginning to happen, with good progress in lessons reflecting improved teaching.

Committed staff feel well supported and value the opportunities given by the school for their own professional development. The school promotes equality and tackles any form of discrimination well. As a result, most groups of pupils make equally good progress

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although there are some limitations for the more able.

Staff and governors are gaining an accurate view of the school's strengths and areas for improvement. Governors work closely with the school, helped by links established with each class, although they have yet to challenge the standards reached by pupils. However, their involvement ensures that policies are systematically reviewed and resources are closely targeted at educational need. Attention to pupils' safety is integral to the school's work and safeguarding procedures are firmly established. Local services and agencies are used well to enhance the well-being of vulnerable pupils and those with special educational needs and/or disabilities.

Community cohesion is strongly promoted within the school and in the local area. Links and partnerships with other schools nearby and outside agencies are extensive, showing a thorough understanding of local needs and challenges. Good links have also been established with other schools globally. Nevertheless, pupils have a more limited understanding about people's backgrounds and communities in other parts of the United Kingdom. Parents and carers are given a number of opportunities to present their views on the school and benefit from regular contact through newsletters, the website and family workshops.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Outstanding leadership ensures that all statutory welfare requirements are met and that the pastoral care for children is excellent. It also ensures that children's needs are identified early and their progress is checked regularly to make sure they are on track to



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meet the school's high expectations of their attainment. Induction arrangements are very effective in helping children settle quickly into everyday school routines and grow and flourish in a very welcoming and stimulating environment.

Children enter the Nursery classes with skills and abilities that are broadly as expected for their age. Excellent provision enables them to make exceptionally good progress and achieve particularly well. As a result, by the time children enter Year 1, standards are above average. This is especially the case in communication, language and literacy, personal, social and emotional development, number and physical development, because of the strong emphasis placed on these areas of learning. Detailed planning takes good account of children's starting points. Adults respond skilfully and provide children with exciting activities that build on their own experiences and motivate them to do well. Children are encouraged to make choices for themselves, from a range of activities, and particularly to choose the order in which they tackle their tasks. This very effectively develops their ability to show initiative and take responsibility for their own learning. New experiences clearly fascinate the children who work very well together in pairs and small groups, especially in the role-play areas. They show a great deal of enjoyment in all they do.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

## Views of parents and carers

Almost all questionnaires were positive, and the majority of the written comments expressed considerable satisfaction with the school. These included remarks about the caring and supportive environment, the high regard for staff, the effectiveness of the school's leadership, and the way the school deals with concerns raised by parents and carers.

A small minority of parents wrote detailed comments and recorded reservations over several issues. These included concerns over behaviour, their children's progress and the disruption caused by changes to staffing. A small number of reservations were also made over the level of communication with the school. These reservations were not reflected in the very large majority of comments and the inspection found no evidence to indicate that the school was not effective in managing pupils' behaviour. Similarly, the inspection found no evidence that the school did not reach out to parents and provide them with sufficient information about its work. There have been considerable changes to staffing in recent years but, at the time of the inspection, staffing was more settled

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than previously experienced. Progress in all subjects is now accelerating at a faster rate than seen previously.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Lingfield Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspector received 125 completed questionnaires by the end of the on-site inspection. In total, there are 443 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	78	62	42	34	1	1	2	2
The school keeps my child safe	71	57	49	39	2	2	2	2
The school informs me about my child's progress	55	44	60	48	7	6	2	2
My child is making enough progress at this school	61	49	46	37	8	6	4	3
The teaching is good at this school	62	50	53	42	6	5	2	2
The school helps me to support my child's learning	62	50	47	38	10	8	2	2
The school helps my child to have a healthy lifestyle	68	54	49	39	4	3	2	2
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	60	48	51	41	3	2	2	2
The school meets my child's particular needs	62	50	46	37	7	6	3	2
The school deals effectively with unacceptable behaviour	49	39	49	39	15	12	6	5
The school takes account of my suggestions and concerns	53	42	55	44	9	7	2	2
The school is led and managed effectively	67	54	49	39	6	5	2	2
Overall, I am happy with my child's experience at this school	75	60	41	33	4	3	2	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



5 March 2010

Dear Pupils

Inspection of Lingfield Primary School, Lingfield, RH7 6HA

We very much enjoyed our visit to your school and thank you for making us feel so welcome. This letter is to tell you about some of the things we found while we were with you. Yours is a school that is improving rapidly. It is a place where you feel very safe and benefit from good care and support. You told us it is also a school where you want to be, make lots of friends, and enjoy taking part in the many interesting and exciting clubs and activities. All but a very small number of your parents are happy with the school. You behave well and get on with each other very well.

Here are some more important things about your school.

- You make good progress in most lessons and you enjoy your work.
- Those in charge of the school are making improvements that are helping you to make even faster progress.
- All staff take good care of you, and make sure that you know what to do to keep safe.
- You have a good understanding of what makes for a healthy lifestyle and healthy eating.

This is what your school has been asked to do to make things even better:

- help you to make faster progress by giving you more challenging activities, particularly those of you who learn quickly in English and mathematics
- ensure that staff and governors keep a closer eye on how well the school is improving and how much progress you are making.

You can help by continuing to work hard at the tasks and activities you are given. We wish each one of you every success in your future education and hope that you continue to enjoy learning as much as you do now.

Yours sincerely

Paul Canham

Lead inspector

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