

Lingfield Primary School

Buxton Avenue, Marton, Middlesbrough, TS7 8LP

Inspection dates 12–13 June 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils' behaviour and their understanding of how to keep safe is outstanding. The school provides rich and varied sporting and cultural activities that underpin pupils' personal development.
- Pupils' spiritual, moral, social and cultural development is a strength. Pupils work and play well with each other and relationships are robust within the whole school.
- Pupils enjoy coming to school and get a very good start to their time in school in the Early Years Foundation Stage. They arrive with skills that are above those typical for their age and make good and sometimes outstanding progress owing to quality teaching by all staff.
- Achievement in English is outstanding owing to good and sometimes outstanding teaching. Teachers provide pupils with a variety of stimulating learning experiences, including a dedicated daily reading session, and these accelerate pupils' learning and progress.
- Teaching is good and sometimes outstanding. Teachers know pupils well and use questioning very effectively in lessons to develop pupils' understanding. Teaching assistants provide good support in and out of lessons and this ensures pupils, with a range of needs, make good or better progress.
- The headteacher's committed approach to improving the school ensures that progress in mathematics is picking up and teaching is improving. He is very well supported by all staff who are keen to ensure pupils' achievement is outstanding.
- Governors are very supportive. They know the school extremely well and challenge it to do even better. They are very keen for the school to improve further and use the school's funding wisely, particularly the pupil premium.

It is not yet an outstanding school because

- Teaching is not consistently outstanding because marking is not always used well enough to accelerate pupils' progress, and in some lessons, pupils are unsure of what they need to do to succeed.
- Pupils do not make as rapid progress in mathematics as in English. Teachers' subject knowledge is not as good as in English and they do not provide enough links with other subjects or opportunities for investigations and problem solving.

Information about this inspection

- Inspectors observed 20 lessons or parts of lessons, of which three were joint observations with the headteacher.
- Inspectors observed groups of pupils working with teaching assistants and specifically listened to Year 2 pupils read, and other year groups in lessons and assemblies.
- Inspectors talked to a range of pupils, including the school council, about their work and play in school.
- Meetings were held with five governors as well as teaching staff, including senior and subject leaders. A discussion was held with a representative from the local authority.
- Inspectors took account of 40 responses to the on-line questionnaire (Parent View) when planning the inspection. They also considered staff questionnaires.
- Inspectors observed the overall work of the school and looked at a number of documents including the school's data about pupils' current progress. They also studied documents relating to safeguarding, governance, behaviour and attendance.
- Inspectors looked at a range of other evidence including school displays, the website and work representing the school's wider achievements beyond the classroom.

Inspection team

David Shearsmith, Lead inspector

Additional Inspector

Barbara Redhead

Additional Inspector

Full report

Information about this school

- The school is an average-sized primary school.
- A below-average proportion of pupils are known to be eligible for the pupil premium, which is additional funding for those pupils known to be eligible for free school meals, children who are looked after and children of service families.
- An average proportion of pupils are supported through school action. The proportion of pupils supported at school action plus or with a statement of special educational needs is also average.
- The majority of pupils are of White British Heritage.
- The school has achieved the Healthy School status, Sports Mark and Information Communication Technology (ICT) Quality Mark awards.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The Early Years Foundation Stage is taught in separate Reception and Nursery classes.
- Since the last inspection, the school has appointed a new headteacher. They have also recently appointed a new deputy headteacher who is due to take up post in September 2013.
- The school has before-and after-school care not managed by the governing body and this is subject to a separate inspection by Ofsted. The report is available on the Ofsted website: www.ofsted.gov.uk.

What does the school need to do to improve further?

- Improve the quality of teaching in those lessons that are not outstanding by:
 - making sure marking gives pupils clear points for improvement related to what they are learning and that teachers provide dedicated time for pupils to act on the advice
 - ensuring pupils know how to be successful in lessons so that they can be more independent in their learning and challenged to work at a higher level.

- Improve progress in mathematics by:
 - giving pupils more occasions to link their mathematical skills to other subjects
 - providing more opportunities for mathematical investigations and problem solving
 - improving teachers' subject knowledge
 - ensuring pupils make better progress in their calculation skills.

Inspection judgements

The achievement of pupils is good

- Pupils achieve well, particularly in English, owing to good and sometimes outstanding teaching. The school sets challenging targets for itself. It uses progress meetings about pupils to ensure they are on track to maximise their potential. The school has been particularly effective in maintaining outstanding progress in English and in helping to improve progress in mathematics.
- Children enter the school with skills that are above what is typical for their age. They make good and sometimes outstanding progress, particularly in their language skills, across the Early Years Foundation Stage. Although children make good progress in their mathematical skills, provision for their mathematical development through play is weaker, particularly in the Reception class.
- Pupils make outstanding progress in English across Key Stages 1 and 2, to reach standards that are significantly well-above average overall. Progress in mathematics is relatively weaker but pupils still reach standards that are well above average overall.
- Standards in reading are significantly well above average at both key stages, because the school teaches reading and phonics (sounds that letters make) in dedicated daily sessions and pupils quickly become fluent readers. However, pupils in the Year 1 phonics check did not achieve as well as expected from their above-average starting points.
- Progress in mathematics is picking up, after a decline in 2012, because the teaching of mathematics is improving. Pupils' progress in mathematics is relatively weaker as teachers have less robust subject knowledge and do not ensure that pupils make better progress in their calculation skills. Pupils do not have enough opportunities to use their mathematical skills in other subjects or to engage in mathematical investigations and problem solving.
- Pupils entitled to the pupil premium, including those known to be eligible for free school meals, make good and sometimes outstanding progress. The school supports these pupils well through dedicated teaching and support in class. They reach standards above those that similar pupils achieve nationally, by about half a term overall.
- Disabled pupils and those with special educational needs make good, and often outstanding, progress. Teaching assistants provide very good support to pupils with a range of specific needs. These pupils attain standards that are well above the national average for similar pupils.

The quality of teaching is good

- Teachers are very good at questioning and testing pupils' knowledge and understanding. They also provide stimulating and interesting activities, particularly in English. Consequently, teaching is good and some is outstanding. In almost all subjects, teachers' knowledge is high. However, in mathematics some teachers' lack of knowledge prevents them from providing stimulating links across subjects and a lack of challenge for pupils in problem solving and investigations.
- Where lessons move at a pace and time is used well, pupils make outstanding progress in their learning. In a history/ design and technology lesson in Year 5, for example, the teacher enabled pupils to work extremely well by allowing enough time for them to work independently when planning their designs for a zoetrope, an early Victorian method of picture animation, using a spinning cylinder. The pupils, fascinated by the subject, made outstanding progress in their learning.
- In daily reading and writing sessions, pupils often make outstanding progress because the teacher ensures that the more-able pupils are sufficiently challenged with activities that meet their needs. In these sessions, the teacher is very effective at ensuring all pupils are highly involved. The more-able pupils are further challenged by work that extends their thinking. As a result, they make outstanding progress because the work challenges them and effectively meets their needs. However there are still some lessons, where pupils are not sufficiently challenged, particularly in mathematics.
- Pupils' work is marked regularly and points for improvement are made by staff. Where this

guidance is used effectively, pupils reach higher levels in their work and progress is accelerated. In Year 2 pupils' writing books, the teacher made clear points for improvement and this enabled pupils to reach higher standards and make faster progress. Time, however, is not always given in all classes to enable pupils to act upon the points for improvement and their progress is, therefore, slower.

- In mathematics lessons, pupils generally make good progress. This increases when the pupils know precisely how to be successful in their learning but in some lessons, this is not made clear to them so their progress does not accelerate. Teaching is sometimes too prescriptive over-directed and consequently, pupils' make slower progress.
- In a lesson for children in the Early Years Foundation Stage, children made outstanding progress in their physical development. The sports coach ensured that they were highly involved in the lesson and that it was very active, with children developing their balancing skills. He also developed their speaking and listening skills through the use of well-constructed instructions and directions that enabled them to be independent in their learning.
- Teaching assistants make a very positive contribution to all lessons. In a Year 4 lesson, the teaching assistant was very effective at supporting a pupil with very specific needs. She ensured that his needs were well met and he made very good progress.

The behaviour and safety of pupils are outstanding

- Pupils behave exceptionally well in this cohesive and well-ordered school. They work and play harmoniously and their enjoyment of school is very evident. Relationships are strong and everyone is valued as an individual.
- Pupils are very keen to come to school and learn. They are highly involved and interested, both in school and during out-of-school activities. The school has very good systems in place to support pupils' attendance and punctuality. Consequently, attendance is average and still rising.
- Bullying is very rare in this close-knit school. Pupils have a very good understanding of what constitutes bullying. They are very positive about how well pupils get on with each other. They stated that if problems did arise they were very confident that staff would help resolve them.
- The school's curriculum provides rich opportunities for pupils' personal development. Pupils are given many opportunities, through sport, to develop healthy lifestyles and to encourage strong teamwork and relationships. The school's sports coach provides a wide variety of activities that meet the particular needs of all pupils and inspires them to work together.
- Pupils have an excellent understanding of how to keep safe. They know about fire and water safety, through the many opportunities provided by the school's wide and varied curriculum. They are very knowledgeable about keeping safe on the internet and when using a mobile phone.
- Spiritual, moral, social and cultural experiences are wide and varied. Consequently, pupils have a very good appreciation of other cultures. They also have a very good understanding of right and wrong and relate well to each other, including those pupils with very specific needs. They collaborate very well both in and out of lessons and support each other's learning and play well.

The leadership and management are good

- The headteacher is very committed to the school and is determined that pupils' progress and the quality of teaching will improve further, particularly in mathematics. He is exceptionally well supported by an acting deputy headteacher who has high expectations and provides excellent support for teaching and learning. The staff are also highly committed to the school. They are keen to improve their teaching skills in order that all pupils make the best progress they can.
- The school knows itself exceptionally well due to its recent focus by the relatively new headteacher, on pupils' progress. By checking on pupils' progress regularly and observing

teaching, the school's leaders have clearly identified the need to improve mathematics and the quality of teaching. The school has already started to improve these areas, but the initiatives have not yet had sufficient time to impact on pupils' progress or teachers' practice.

- Performance management is used increasingly well to improve the quality of teaching and pupils' progress. Teachers are appropriately rewarded for their leadership responsibilities, as well as the performance of the pupils in their care.
- The school staff work well with pupils with a variety of needs. They have a strong commitment to ensuring that pupils have equality of opportunity to achieve well and are closing the gap in attainment for those pupils entitled to the pupil premium compared with other pupils in the school.
- The school's curriculum provides varied and sometimes rich opportunities for pupils to learn and explore their understanding of the world. The school provides exceptional experiences for all pupils to develop their sporting skills, including those pupils with specific needs. It also has excellent opportunities for pupils to explore the performing arts through performances such as 'A Midsummer Night's Dream' and 'Romeo and Juliet'.
- The school ensures that pupils receive wide experiences of the world around them including cultural experiences. Pupils have opportunities to look at social and moral issues and are exposed to a range of sporting, musical and artistic events. Consequently, pupils' spiritual, moral, social and cultural development is strong.
- The school involves parents very well. Events, such as the bi-annual 'Proms in the Playground', enable all pupils to enjoy musical experiences alongside their parents. Parents were also very positive about their children's experiences at school.
- The school has a growing number of partnerships that support pupils' academic and personal development. Links with local schools and partnership work with colleagues across the city are strengthening the school's development and staff skills.
- The local authority provides good support to enable the school to improve further.
- The school gives good regard to safeguarding and meets requirements.
- **The governance of the school:**
 - Governors know the school very well. They have a wide range of skills to support the school in developing further and are also well trained in all areas of their responsibilities. They have a very good understanding of the school's and national data and are very aware that pupils' progress in mathematics needs to improve. Governors regularly visit the school and recognise that the quality of teaching is not good enough. They manage the school's finances well and are very knowledgeable about how the pupil premium funding has been spent and how those pupils known to be eligible for such support have improved their attainment and rates of progress in English and mathematics. Governors are familiar with the school's performance management procedures. They know how teachers are rewarded for their responsibilities, in and out of the classroom, and are keen to ensure that teachers are held to account for pupils' progress.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	111596
Local authority	Middlesbrough
Inspection number	413284

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	232
Appropriate authority	The governing body
Chair	Jane Marron-Shepherd
Headteacher	Phil Thackstone
Date of previous school inspection	13 March 2009
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