

# Newtown Linford Primary School

Main Street, Newtown Linford, Leicester, LE6 0AD

**Inspection dates** 2–3 April 2014

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Good</b>	<b>2</b>
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 make good progress from their different starting points. Progress is rapidly improving, especially in writing and mathematics.
- Throughout the school, current attainment in reading, writing and mathematics is above that expected for pupils' ages.
- The most-able pupils make good progress and disabled pupils and those who have special educational needs are well supported so that their progress is in line with their classmates.
- Pupils' outstanding behaviour leads to very positive attitudes to learning which have led to good progress.
- Parents are very happy at how well the school keeps pupils safe.
- The headteacher has led the school extremely effectively through significant staff turbulence.
- The improvements made to leadership and pupils' progress since the previous inspection show the school has an excellent capacity to improve still further.
- The governing body provides a good level of challenge and support for the school. They are active in promoting the school's place at the centre of the local community.
- All staff in the school share a clear commitment to raising standards and improving teaching and learning.

### It is not yet an outstanding school because

- Staff do not have enough opportunities to observe and learn from the outstanding practice that exists in the school and in other schools.
- Teachers do not always make it clear enough to pupils exactly what they are expected to do and how the activities will help them to learn.
- Teachers do not check on pupils' learning during lessons, which means they do not pick up quickly enough on pupils' misconceptions.

## Information about this inspection

- The inspector observed teaching in eight lessons. A number of these were observed jointly with the headteacher.
- Meetings and discussions took place with the headteacher, governors, pupils, staff, a representative of the local authority and parents.
- Samples of pupils' work were examined. Some pupils read books with the inspector.
- The inspector took account of the 25 responses to the online survey, Parent View, and six questionnaires completed by staff.
- The inspector looked at a range of documents, including data on pupils' progress and attainment produced by the school, procedures for safeguarding, the school's own evaluations of its work, reports to the governing body and the plans for raising attainment.

## Inspection team

Geof Timms, Lead inspector

Additional Inspector

## Full report

### Information about this school

- Newtown Linford Primary School is much smaller than the average-sized primary school.
- The headteacher was appointed just prior to the last inspection and the teaching staff has changed completely since her appointment.
- Many pupils leave the school at the end of Year 5 to join a local secondary school that takes Year 6 pupils. However, this arrangement is changing in a year's time and Newtown Linford is expected to retain more of the Year 6 pupils.
- Most pupils are from White British backgrounds. The school has a below-average proportion of pupils from minority ethnic backgrounds. None currently speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs supported through school action is average. The proportion supported through school action plus or with a statement of special educational needs is average.
- Very few pupils are supported by the pupil premium, which, in this school, provides additional funding for pupils who are known to be eligible for free school meals.
- The number of pupils in Year 6 last year was too small for the government's floor standards to be applicable.

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

- Make more of the teaching consistently outstanding by:
  - providing more opportunities for teachers to observe and learn from outstanding practice, both within the school and in other schools
  - ensuring that teachers make it clear to pupils exactly what they have to do in lessons and what they are expected to learn
  - teachers regularly checking on pupils' learning during lessons and adapting activities to correct the misconceptions of any pupils.

## Inspection judgements

### The achievement of pupils is good

- When they start school, children have levels of knowledge and understanding which are broadly in line with those typical for their age. However, this varies year to year due to the small sizes of year groups. Children make good progress in the Reception Year and their achievement is above that expected when they join Year 1.
- Standards in the 2013 national tests at the end of Year 2 were above average in reading and writing, and average in mathematics. Attainment at the end of Year 6 is not reported because the numbers of pupils taking the tests are too small. However, in Years 4 and 5, it is clear that current progress and attainment are above those expected for pupils' ages in reading, writing and mathematics.
- The results of the Year 1 check on pupils' skills in linking letters and sounds (phonics) show standards in 2013 were above the national average, just as they had been the previous year. This reflects the good teaching of phonics skills. The current standards in early reading skills show a good level of knowledge and understanding, and a growing enjoyment of books and reading. In Year 1, for example, a pupil talked knowledgeably about his favourite Roald Dahl book.
- A change to the teaching of handwriting, introducing a new script with joined letters from an early age, has improved the presentation of pupils' work. Much of the pupils' writing displayed is of good quality; for example, the descriptions of aliens in Years 2 and 3. In mathematics, good achievement is evident in the use of basic number skills. This is because much of the work is based on practical and problem-solving activities.
- There is evidence of good achievement in other subjects such as art and design, and design and technology. Pupils in Years 4, 5 and 6 viewed film of robots used for medical purposes and, through the use of good thinking skills, made inferences about other uses to which they could be put. In physical education, good teaching by an experienced and knowledgeable coach is having a very positive impact on pupils' skills.
- Disabled pupils and those who have special educational needs receive effective extra help, and this is evident in their current good progress. The school's data show that there are no significant differences in the achievement of other groups. The number of pupils known to be eligible for the pupil premium is too small to comment on their attainment without identifying individuals. However, most make progress at least in line with, and often better than, that of their classmates.

### The quality of teaching is good

- Teaching is good and has a positive impact on pupils' learning and progress. A small proportion of the teaching, evident through the pupils' work and rapidly rising progress, is outstanding and the school is keen to ensure more is of this quality.
- Teachers create the conditions for very positive and purposeful learning in classrooms. A large part of this is based on the school's core values of achieving, being thoughtful, being confident and working as part of a team. All members of the school community are aware of and able to talk about how these improve the conditions for effective learning. Pupils talk positively about how they enjoy lessons and how the teachers help them learn new things.

- The Reception children are taught as part of a class alongside Year 1 pupils. However, they have specific work planned appropriately and take part in activities that they choose themselves as well as those led by adults. This work is shared between the staff in the class so they have teaching from the teacher as well as the nursery nurse. The school has developed a good quality of provision for the children outdoors, where much of the learning is focused.
- Teachers use time and support staff well to ensure that all pupils stay attentive and on task. In the Years 4, 5 and 6 class, for example, the teaching assistant took a full part in the teaching, questioning and supporting pupils' learning about the spellings of words with double consonants.
- The marking of pupils' work has improved since the last inspection. Teachers mark pupils' work regularly and pupils often have time to respond to the teacher's helpful comments. They enjoy this, and the use of coloured pens for different aspects of the marking helps with the clarity of the message.
- Teachers provide pupils with some very effective homework tasks covering a wide range of topics and from which pupils are able to take significant responsibility for their own learning.
- There are occasions when teachers do not make it clear to pupils what they are expected to learn from the tasks set or how to complete those tasks successfully. Because of this, pupils do not build on what they already know and can do. This happened, for example, when Year 1 pupils had not understood fully what was expected during a weighing activity.
- Teachers do not always check often enough on how well pupils are learning and how successful they are in completing their tasks. This means that teachers are not able to adapt their teaching to address any misconceptions.

### **The behaviour and safety of pupils** are outstanding

- The behaviour of pupils is outstanding. Pupils have exemplary attitudes towards their learning in lessons and talk enthusiastically about how much they enjoy coming to school and learning new things.
- In lessons observed, pupils were very well behaved and often deeply engaged in their work. All of the parents who responded to the online questionnaire agreed that pupils were well behaved.
- When they start school, children quickly gain an interest in learning and a thirst for knowledge. For example, in Reception, one group knew they were acting as palaeontologists and worked very excitedly to uncover dinosaur bones with brushes in the sand. They showed great enjoyment in their work and very proudly volunteered to show the inspector some of the bones they had found.
- Older pupils are polite, friendly and happy to talk about their work and school life. They spoke about particular things they enjoy, such as sports and a visit to a local university.
- The quality of presentation of pupils' work is high throughout the school and shows the pride that pupils take in their efforts.
- The school provides a range of opportunities for pupils to take responsibility and to learn more about the world around them. Membership of the school council and the discussions held in

whole-school assemblies ensure that pupils have a voice in many aspects of school life. For example, the school council recently wrote the school prayer.

- The school's work to keep pupils safe and secure is outstanding. All of the parents who responded to the questionnaire are very positive about how happy and safe their children are at school.
- Pupils say they feel safe in school. Arrangements for pupils' safeguarding meet the current national requirements. Leaders ensure that entry to the school is very secure and all staff are rigorously checked for their suitability.
- Pupils say that there is no bullying. Pupils are aware of the different types of bullying, such as through the use of computers or mobile phones.
- If pupils have any difficulties with their social or emotional development, they are well supported by regular meetings with a teaching assistant who provides a good opportunity for pupils to talk and share concerns. As one pupil said, 'Everyone gets along.'
- Attendance figures are above average and improving. This is the result of excellent tracking of attendance patterns by the headteacher, who ensures any unexplained absences are followed up. There are no persistent absentees and any patterns of absence are well tracked and monitored.

### **The leadership and management** are good

- Leadership and management are good because the headteacher has ensured that all staff and the governing body have a clear ambition to do the best they can for the pupils at the school. The impact of their resolution is evident in pupils' rapidly improving progress and a good quality of teaching across the school.
- The headteacher has provided outstanding leadership during her short time at the school. She has introduced a number of innovative improvements to the school such as the 'curriculum drivers' that underpin teachers' planning. These focus on outdoor learning, ambition, community and spiritual, moral and cultural aspects of learning. Governors, pupils and parents talk very positively about how the school has improved under her leadership.
- The school is continually seeking to improve the effectiveness of teaching. Training has been effectively used, for example, to improve teachers' use of a mathematics resource.
- The headteacher has developed a partnership with a group of other schools locally. This is intended to support teachers' skills and provide more efficient use of funding for training purposes. Even so, teachers have not yet had enough opportunities to observe, work with and learn from other outstanding practitioners.
- The staff changes have meant the school is at an early stage in sharing leadership tasks among the teachers. However, leadership training has been provided for staff. The school's self-evaluation is accurate, and identifies what remains to be done to improve the school further.
- The local authority has provided good support since the last inspection and this has helped the school to improve. Training for governors has helped develop their strategic role. Regular monitoring visits have provided the school with useful feedback on steps needed for improvement, especially in response to the turbulence in staffing. Aspects of the school's work

are now being used as good examples by other schools. For example, one recent visit was from a school that wanted to observe the way the Early Years Foundation Stage was integrated into the Year 1 class and how the staff used the outdoor area.

- Funding available through the pupil premium is used to help eligible pupils to take a full part in school life, and benefit, where appropriate, from specific resources such as reading books and additional help from adults. The progress made by these and other pupils is monitored closely at regular meetings between the headteacher and teachers to track all pupils' progress.
- The use of money available to promote physical education and sporting opportunities is used appropriately, with a focus on increasing participation in a number of sporting activities. Future plans include developing further training for teachers, as well as making good use of external expertise.
- The subjects taught provide pupils with a wide range of interesting activities. Activities are clearly directed at ensuring the good learning and progress of the pupils. Links with other schools provides opportunities for pupils to broaden their horizons by meeting and working with others. Visits such as those to secondary schools and a university enthuse and inspire pupils' learning and result in some excellent work. Given the size of the school, there is a good range of clubs and extra-curricular activities on offer.
- **The governance of the school:**
  - The governing body provides a good level of support and challenge. Governors have developed the way they monitor data to check pupils' progress, and the headteacher provides them with very detailed information about achievement. Governors check on the school's work through a range of visits, meetings with staff, regular meetings with the headteacher and detailed reports from the school.
  - Members of the governing body have a sound understanding of the system used to determine teachers' effectiveness in enabling pupils to make progress. Governors check how effective these systems are applied to improve the quality of teaching, especially given the number of changes to staffing in recent years. Decisions about teachers' pay are closely and appropriately linked to performance and responsibilities.
  - Governors track finances well and assist the school in deciding how to spend additional money to support pupils eligible for the pupil premium and to extend sports and physical education opportunities.

## 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

<b>Unique reference number</b>	119943
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	431607

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	64
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Betty Blythe
<b>Headteacher</b>	Chris Chorlton
<b>Date of previous school inspection</b>	20 September 2012
<b>Telephone number</b>	01530 242370
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