

# Linthorpe Community Primary School

Roman Road, Linthorpe, Middlesbrough, TS5 6EA

**Inspection dates** 28–29 November 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	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 and achieve well throughout the school from their different starting points.
- The proportion of pupils attaining the expected standard in mathematics at the end of Year 6 is well above average.
- Teachers usually have high expectations of pupils and plan and deliver lessons that lead to good progress. A good proportion of teaching is outstanding.
- Disabled pupils, those with special educational needs, pupils eligible for the pupil premium and those who speak English as an additional language achieve well because they are supported well and work is carefully planned to meet their needs.
- Pupils' behaviour is outstanding. They get on very well with their teachers and with each other. Excellent behaviour in lessons and around the school creates a very positive climate for learning.
- Leaders and managers, including governors, have worked well together to raise pupils' achievement and improve the quality of teaching since the previous inspection. They have a clear understanding of how well the school is doing and where it needs to improve further.
- Parents are very supportive and appreciative of the school.

### It is not yet an outstanding school because

- Achievement in reading and writing is not as strong as in mathematics.
- Teachers do not always ensure that all pupils, especially the most-able, are consistently challenged to make the best possible progress in reading and writing.
- Restrictions of the site limit children's access to outdoor activities in the Reception classes, and this holds back their learning and progress.
- Teachers have too few opportunities to observe exemplary practice in other schools.

## Information about this inspection

- Inspectors observed 34 lessons or part-lessons, including two observed jointly with the headteacher and deputy headteacher.
- Meetings were held with school leaders and managers and with three governors, including the Chair of the Governing Body. Inspectors also met with a representative from the local authority.
- Discussions were held with two groups of pupils and inspectors spoke informally to other pupils in lessons and during break and lunchtime.
- Inspectors looked at the work pupils were doing in lessons and in their books over time. They listened to pupils in Year 2 and Year 6 read and talked to them about their enjoyment of reading.
- Inspectors observed the work of the school and examined a number of documents. These included data concerning pupils' current achievement, development plans and performance management information. Inspectors also looked at records relating to behaviour, attendance and safeguarding arrangements. Minutes of governing body meetings and the school adviser's reports were also considered.
- Inspectors took account of 44 responses to the on-line questionnaire (Parent View). They also considered 44 responses to the questionnaires completed by staff for the inspection.

## Inspection team

Robert Birtwell, Lead inspector	Additional Inspector
Julia Bayes	Additional Inspector
Anne Humble	Additional Inspector
Barbara Waugh	Additional Inspector

## Full report

### Information about this school

- The school is larger than the average-sized primary school.
- Pupils are taught in 22 single year-group classes from the Reception Year to Year 6. The school also has a Nursery.
- Around 40% of pupils are from minority ethnic backgrounds, with the largest group of Pakistani origin.
- The proportion of pupils who speak English as an additional language is well above average.
- The proportion of pupils known to be eligible for the pupil premium (funding for pupils known to be eligible for free school meals, children looked after by the local authority and children from service families) is above average.
- The proportion of disabled pupils and those with special educational needs who are supported at school action is average. The proportion supported at school action plus or with a statement of special educational needs is below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Increase the proportion of outstanding teaching to further raise pupils' achievement in reading and writing by ensuring that:
  - work is always matched closely to all pupils' needs, and that the most-able pupils are consistently challenged to make the best possible progress
  - there are more opportunities for teachers to observe outstanding teaching practice in other schools to enable them to further improve their skills.
- Improve the provision for outdoor learning in the Reception classes.

## Inspection judgements

### The achievement of pupils is good

- Children join the school in the Early Years Foundation Stage with skills and understanding that are generally below those expected for their age. They make good progress in the Nursery and Reception years and are well-prepared to enter Key Stage 1.
- Pupils make good progress in Key Stage 1. Standards at the end of Year 2 have improved in recent years. In 2013 the proportion of pupils who reached the expected standard in reading, writing and mathematics was close to the national average.
- Pupils continue to make good progress in Key Stage 2. In recent years standards in reading, writing and mathematics have risen. However, pupils do better in mathematics than in reading and writing.
- Pupils' attainment in national tests at the end of Year 6 in 2013 show that standards were well above average in mathematics, average in writing and below average in reading. However, these results are not typical. There was a higher than usual proportion of pupils with complex educational needs in this year group. Taking account of their different individual needs and abilities this group of pupils achieved well. However, their attainment was not as high as that of others in the school.
- The school's detailed tracking information shows that all groups of pupils are currently making good progress across the school, whatever their starting points. This includes those pupils of Pakistani origin. This is confirmed by inspection evidence from lesson observations and the work in pupils' books. Current Year 6 pupils are on course to maintain the well-above average standards in mathematics, and to attain improved standards in reading and writing this year.
- Pupils have well-developed basic skills in mathematics, and can apply and use these skills very effectively to solve practical problems in real situations.
- Pupils' writing skills are secure and they write effectively in a variety of styles in different subjects across the curriculum.
- Teachers make sure that pupils read regularly and have a good knowledge of phonics (letters and the sounds they make). The proportion of pupils who reached the expected standard in the Year 1 national phonics check in 2013 was above average.
- However, from pupils' starting points achievement is stronger in mathematics than in reading and writing because fewer pupils make good progress in reading and writing than in mathematics. The most-able pupils do not always make the progress they are capable of in reading and writing because they are not always given work that is demanding enough.
- Disabled pupils and those with special educational needs make good progress. Their needs are accurately identified and they receive effective support. As a result they typically achieve as well as other pupils.
- Pupils who speak English as an additional language are supported well, including through the use of bilingual teachers and teaching assistants. This enables them to participate fully in lessons and to make good progress.
- Pupils who are eligible for the pupil premium typically make the same good progress as that of other pupils. Test results at the end of 2013 showed that the attainment of pupils known to be eligible for free school meals in reading, writing and mathematics was over a year behind that of other pupils. However, this group was not typical and included a number of pupils with complex educational needs. The school's detailed tracking information shows that this gap is closing rapidly.

**The quality of teaching is good**

- Teaching is good across the school, with a good proportion that is outstanding. Pupils made at least good progress in almost all of the lessons observed during the inspection, and the work in pupils' books shows that teaching is good over time.
- Teachers usually have high expectations and know pupils well. They plan lessons that motivate and engage pupils in their learning and use praise effectively. As a result pupils have very positive attitudes to learning, are keen to do well and enjoy lessons.
- In the best lessons where pupils progress most rapidly, teachers match work very carefully to the needs and abilities of all pupils. There are opportunities for pupils to work independently or in groups investigating ideas or solving problems, and teachers use questioning skilfully to check pupils' knowledge and understanding and to extend their learning. There is a good pace and all pupils are challenged to make the best possible progress.
- In a Year 5 mathematics lesson, for example, pupils were investigating the properties of geometrical shapes. The teacher made sure that all groups of pupils, including the most-able, had different and challenging activities that required them to apply their prior learning in a practical situation, and used questioning very skilfully to encourage them to do even better. The lesson moved at a brisk pace and pupils were highly engaged in their learning and showed great enthusiasm. As a result they made outstanding progress.
- Where teaching is less strong, work is not matched well enough to different pupils' needs and abilities. In some English lessons, for example, the most-able pupils are not always given work that is challenging enough to enable them to reach the highest levels and to make the best possible progress in reading and writing. In these lessons the pace of learning is slower.
- Teaching in the Early Years Foundation Stage is good, but there is a need to improve the provision for outdoor learning in the Reception classes. Restrictions of the site limit children's access to outdoor activities, and this holds back their learning and progress.
- Teachers mark pupils' work regularly and give detailed comments and suggestions for the next steps in their learning. As a result pupils know how well they are doing and what they need to do to improve their work.
- Teachers and teaching assistants work closely together. They use a range of strategies to help pupils who find learning more difficult either within lessons or in individual or small-group sessions. This includes pupils who are eligible for the pupil premium, those who speak English as an additional language and those who are disabled or have special educational needs. As a result these pupils make good progress and any gaps in achievement are closing.

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

- Behaviour in lessons and around the school is excellent. This ensures that there is a very positive climate for learning throughout the school. Pupils have very productive relationships with their teachers and other adults and get on very well together. They are very courteous and polite to staff and visitors.
- Pupils have excellent attitudes to their work and make a very strong contribution to their own learning. They enjoy school greatly, show a love of learning and are very keen to do their best. Attendance has improved and is now above average.
- Pupils say they feel completely safe in school. They have a very good understanding of how to keep themselves safe in different situations, including when using the Internet. They have a good understanding of the different forms of bullying, but say that it is very rare in school. They say they would report it promptly and that the school would sort it out quickly if it occurred.
- High expectations and consistent behaviour management by all staff continually reinforce the calm, orderly and inclusive atmosphere. School behaviour logs show that there are very few instances of poor behaviour, and that these are dealt with effectively. These records show that the excellent behaviour seen during the inspection is typical.
- Almost all parents who responded to the Parent View survey thought that their children were safe in school and well cared for, and that pupils were well-behaved. Inspection evidence

confirms this.

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

- Leaders are having a strong impact on improving the quality of teaching and raising achievement. They have successfully tackled the issues identified in the previous inspection report and have a clear vision for the school's future development. This is shared by staff, governors and parents and is demonstrated by the strong support shown in the parent and staff questionnaires. There is a very cohesive and positive atmosphere throughout the school.
- Leaders and managers at all levels, including governors, have a clear understanding of how well the school is doing and where it needs to do better. The school development plan correctly identifies the key priorities for improvement and is firmly focused on further improving the quality of teaching and raising pupils' achievement. For example, leaders are aware that achievement in reading and writing is not as strong as in mathematics and there are detailed plans to tackle this.
- Pupils' progress is monitored and checked effectively. Any slower progress is identified and tackled quickly by providing pupils with extra help and support when they need it. As a result any gaps in achievement are closing. This shows that the school promotes equal opportunity for all pupils successfully.
- Teachers have performance management targets which include the achievement and progress of individual pupils, and this information is used when making decisions about the pay of teachers and teaching assistants.
- There are robust systems to check the quality of teaching. These identify where further support or development is needed. Training, coaching and mentoring have improved the quality of teaching and this has led to rising achievement, especially in mathematics.
- An increasing proportion of teaching in the school is outstanding, and good practice is shared within the school. However, there are too few opportunities for teachers to observe exemplary practice in other schools to enable them to improve their skills further.
- The curriculum is well-planned and encourages pupils' creative thinking and problem-solving. It engages pupils very effectively in their learning and promotes excellent behaviour. There is a wide range of enrichment including clubs, visits and special events. For example during the inspection one year group enthusiastically joined in a series of activities run by ex-services personnel which promoted teamwork, problem-solving and communication skills.
- Pupils' spiritual, moral, social and cultural development is successfully promoted across the school. Pupils readily take on responsibility in a variety of roles. The school celebrates the multicultural background of its pupils and there is a clear focus on social and moral issues. As a result pupils are reflective and responsible, and there is a high degree of respect across the school for different cultures and faiths.
- The school is using the primary school sports funding successfully to improve the quality of physical education in the school. A sports coach has been employed and this has led to improved participation in sporting activities. The coach also delivers training for school staff to improve their teaching skills.
- The local authority has provided effective support in reviewing the performance of the school and the headteacher, and has provided training for staff and governors.
- **The governance of the school**
  - Governors have a good understanding of how well the school is doing and where it needs to make further improvements. They are well-informed about pupils' progress and the quality of teaching. They contribute to the school's self-evaluation, and undertake training to improve their skills. They are very supportive of the school, but also challenge and hold it to account by asking probing questions and setting challenging targets as part of the headteacher's performance management. They make sure that pupils' progress is considered when deciding on teachers' pay. They know how pupil premium funding is spent and the impact it is having on raising achievement. They ensure that the finances are well-managed and that the school meets its statutory duties, including those relating to safeguarding.

## 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>	134259
<b>Local authority</b>	Middlesbrough
<b>Inspection number</b>	430891

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	620
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Steve Bloundele
<b>Headteacher</b>	Lynn Longstaff
<b>Date of previous school inspection</b>	13 June 2012
<b>Telephone number</b>	01642 885222
<b>Fax number</b>	01642 811319
<b>Email address</b>	linthorpeprimary@middlesbrough.gov.uk

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