

North Hykeham Ling Moor Primary

Inspection report

Unique Reference Number	120397
Local Authority	LINCOLNSHIRE LA
Inspection number	313603
Inspection date	26 September 2007
Reporting inspector	Susan Aldridge

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	4–11
Gender of pupils	Mixed
Number on roll	
School	275
Appropriate authority	The governing body
Chair	Mrs Paula Hughes
Headteacher	Mrs Jill Marston
Date of previous school inspection	14 June 2004
School address	Richmond Drive North Hykeham Lincoln Lincolnshire LN6 8QZ
Telephone number	01522 682602
Fax number	01522 697526

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Introduction

The inspection was carried out by an Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues: pupils' progress and standards by Year 6, especially in writing; pupils' personal development; the school's evaluation of teaching; curriculum enrichment; arrangements for keeping pupils safe and the roles of middle leaders. Evidence was gathered from the school's data, pupils' work, observations of teaching and school life, scrutiny of parental questionnaires, discussions with staff and pupils and photographic evidence. Other aspects of the school's work were not investigated in detail, but no evidence was found to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

This is a large primary school. Most of the pupils are of White British heritage. Children enter in the term of their fifth birthday. There are significantly more boys than girls. The proportion eligible for free school meals is below average, as is the percentage with English as a second language. The percentage with learning difficulties and/or disabilities, including those with a statement of special educational need is broadly average. A private company provides before and after school care on the school's premises, as well as holiday care. The school's work has been recognised by the Investors in People (IIP) award, the National Healthy School Standard and the International Schools award (intermediate level).

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school, which is how it sees itself. It gives good value for money because it is well led and managed. Pupils thoroughly enjoy coming to school and parents are very pleased with what is provided for their children. One typical comment was, 'I am very satisfied with all aspects of Ling Moor.' Pupils particularly like the teachers and find it hard to think of any ways that they would improve the school!

When they enter Reception, children's knowledge, skills and understanding are typical of their age. By the time pupils leave Year 6, they reach standards that are above average, indicating that they make good progress and achieve well. Pupils' good progress is linked mainly to good teaching and to the school's robust system of checking how well they are progressing. There is swift and effective intervention to support those who are not doing as well as expected. Pupils with learning difficulties and/or disabilities and those with a statement of special educational need are given good support, so they make the same good progress as others. There is an excellent range of ways in which the school guides pupils as learners, so that pupils find out how best they learn and know exactly what they need to do to improve. Pupils become increasingly effective in using success criteria to evaluate their own work and that of others. They know what their personal targets are and so do their parents. Marking is helpful too. The school works constructively with parents and involves external agencies well so that pupils get the help that they need to achieve their potential. Staff and pupils continue to work hard to improve standards in writing. This year there was a significant improvement in writing standards in Year 2. However, test results in writing in Year 6 were disappointing. A few boys did not perform well in the writing test and the quality of work in their writing books suggests that they should have done better. Standards in reading, mathematics and science were above average.

Pupils' personal development including their spiritual, moral, social and cultural development is good. Behaviour in lessons is particularly good, and pupils are keen to learn. The school's revised behaviour policy is implemented well and staff are well trained in supporting pupils who find it difficult to behave well all the time. As a result, these pupils make good improvements in their behaviour. There were no exclusions in 2006/07, an improvement on the previous year. Good attendance reflects pupils' great enjoyment of school and all that it offers. The school's good curriculum promotes personal development well. Good enrichment includes visits, visitors, clubs and residential journeys that offer additional social opportunities as well as learning experiences. Staff plan themes or topics that link subjects together and bring learning to life. In this way, basic skills in literacy, numeracy and information and communication technology are woven into topics so pupils have real contexts in which to develop their skills. For instance, pupils learning about World War II write newspaper reports about the blitz. Pupils grow to appreciate and respect differences because teaching about cultural diversity is emphasised well in the curriculum. Pupils make increasingly healthy choices in the food that they eat and take lots of physical exercise. Pupils understand well how to keep safe. They are also taught about bullying and how to deal with it. They are adamant that they feel quite safe in school and are very confident in turning to adults if they have a problem. Because supervision is good and there are plenty of things to do in the playground, almost all enjoy playtimes. However, a small number of parents and pupils commented on upset caused by name-calling. Pupils take their many responsibilities in school seriously. They have a voice through the school council and the headteacher and staff listen and respond to what they have to say. They are justifiably proud

of the work that they do to improve the school environment. They also recycle waste and raise funds for charities at home and their link school in Uganda. Because pupils acquire a good standard of basic skills and learn effectively to work independently, in groups or teams, they are well placed to move on to secondary school and to earn their own living later as adults.

The good work of leaders, managers and governors has a positive impact on the school's provision. Rigorous monitoring of the teaching and learning ensures that the school's policy is implemented consistently. Accurate assessment and detailed records of pupils' progress are used effectively to plan tasks and activities that are well matched to pupils' individual needs and clear learning objectives. Constructive feedback to teachers and good support help them to improve their practice. Subject leaders link well with governors to monitor standards and quality and this ensures that subjects meet requirements and continue to improve. Accurate self-evaluation involves all stakeholders and is used effectively to identify ways that the school could improve. The improvement plan identifies the need to extend enrichment opportunities for pupils that are gifted and talented and to update formal training for subject leaders. Although all the required checks are carried out on staff, the record of these does not show the date staff were appointed or that interim checks have been done whilst full clearance is awaited. Arrangements for safeguarding pupils do not fully meet requirements because the record of checks carried out does not contain the full information. Since the last inspection there has been good improvement. There is a good capacity to improve further.

Effectiveness of the Foundation Stage

Grade: 2

The Foundation Stage is well led and managed. Children quickly settle into school. A parent of a recently admitted child wrote that, 'she always comes out with a smile'. Effective use of accurate assessment ensures that children's needs are met well. The accommodation and outdoor facilities are good and staff use them well to provide a suitable balance of enjoyable activities. The classrooms are bright, stimulating and well resourced. Teaching is good, children are well cared for and supported, and effective partnerships are established with parents. As a result, children make good progress so that by the end of Reception, most attain the levels expected and a significant minority exceed them. Children's progress is carefully checked and the school makes good use of its data to find out what needs to be improved. In this way, it has identified the need to provide additional opportunities for boys to develop the skills necessary for handwriting and these are now built into as many activities as possible.

What the school should do to improve further

- Raise standards in writing so that a greater proportion of pupils, particularly boys, reach Level 4 and the higher Level 5 by Year 6.
- Ensure the record of checks on safeguarding contains the full information.

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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?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	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 disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
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 the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

¹ Grade 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.

Annex A

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	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	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?	No
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**

27 September 2007

Dear Pupils

Inspection of North Hykeham Ling Moor Primary School, Lincoln, LN6 8QZ

Thank you for making me feel welcome in your school, and a special thanks to those that gave up part of their lunchtime to talk to me about school life. I enjoyed my day with you.

I was pleased to find that yours is a good school. You certainly enjoy coming to school and your parents are very pleased with what the school does for you. You are all making good progress in your work. This is because Mrs Marston, the staff and governors are doing a good job. I was pleased to see how well you behaved in lessons because this helps you to learn, and so does the good teaching, care and help that you get. Your attendance is good too. I was particularly impressed at how well you learn to use success criteria to judge how good your work is by the time you are in Year 6. I saw too how well you carry out all the jobs that you do in school, how you look after the environment and raise funds to help people who are not as fortunate as you are. Most of you make healthy eating choices and take lots of physical exercise. You are learning well how to keep yourselves safe but a very small number of parents and pupils said there is occasionally some upsetting name-calling. Because you are making good progress and learning to work well independently and with others, you are well prepared for secondary school and will have a good chance of getting work when you are adults.

Mrs Marston, the staff and governors know most of the things that the school needs to do to get even better. They are already working hard to improve your writing. You can help by trying your best to reach your writing targets. Mrs Marston and the governors will make sure that records of checks carried out contain all the information that they should.

I wish you all the best in the future.

Mrs S Aldridge

Lead Inspector