

Inspection of Linby-cum-Papplewick CofE (VA) Primary School

Quarry Lane, Linby, Nottingham, Nottinghamshire NG15 8GA

Inspection dates: 11–12 February 2020

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Early years provision

Good

Previous inspection grade

Good

What is it like to attend this school?

Pupils told inspectors that they liked school. They said they feel safe because staff look after them. Relationships between staff and pupils are warm and nurturing. Pupils think their school is very welcoming. Pupils do not think bullying really happens at their school. They are confident that an adult would deal with it, if it did happen.

Staff provide lots of opportunities for pupils to take part in activities beyond their classroom walls. These include sporting events, such as the table tennis competition that pupils competed in, and won, during the inspection. There are close links with the neighbouring care home. Pupils visit the elderly residents. They chat together and take part in a variety of activities.

Leaders and teachers want all pupils, including those with special educational needs and/or disabilities (SEND) to do well. The full range of subjects is taught. However, sometimes teachers do not use their subject knowledge well enough to explain ideas to pupils or to check their understanding.

What does the school do well and what does it need to do better?

The teaching of early reading is a high priority. Children begin to learn phonics as soon as they start in the Reception class. Teachers keep a close eye on how well children are doing. They step in quickly to make sure that anyone who might fall behind has the help they need to catch up. All pupils enjoy listening to adults reading to them. For younger children, familiar rhymes and songs provide a soundtrack to everyday routines. Leaders know that they do not have enough books that contain exactly the sounds that pupils are learning. Some pupils read books that are not quite at the right level for them. Leaders have plans to address this.

The teaching of physical education (PE) is a strength of the school. Staff who teach PE have received specialist training to do so. PE is taught in a systematic way right from the Reception class all through to the end of Year 6. Pupils talk clearly about what they have learned. They know, for example, the exact way to hold a hockey stick when they are dribbling a ball. Leaders ensure that every pupil has the chance to represent their school at sport in some way.

Leaders introduced a new strategy to teach mathematics. They provided training for staff. Pupils build on what they have been taught when they learn new things. Pupils' achievement in mathematics has improved. However, there are still some inconsistencies in the teaching of mathematics.

In some lessons, including mathematics, teachers do not explain concepts well enough. Sometimes, teachers do not make best use of equipment to help pupils understand what is being taught. When this happens, some pupils become confused and they do not pay attention as well as they should. Nevertheless, most pupils

behave well in class and around school. They show good manners. This includes at lunchtime and playtime.

The curriculum for some subjects sets out clearly what pupils must learn. For other subjects, the curriculum planning is not yet clear. Some subject leaders have only recently begun checking how well their subject is taught. This aspect of leadership is in the early stages of development.

Staff provide support for pupils with SEND. They engage well with parents and carers and professional agencies where this may be helpful. However, there are weaknesses in the management of the provision for pupils with SEND. Leaders do not maintain a clear enough overview of the provision for these pupils.

The arrangements for supporting pupils' personal development are a strength of the school. Pupils can play a range of musical instruments. They can raise money for charities and take part in engineering projects. Older pupils are developing their leadership skills. All pupils benefit from a range of trips and visitors into school.

Children get off to a good start in the Reception class. Adults plan learning that builds on what children already know. They provide activities that link learning together. Children told the inspector very clearly what 'recycling' means and knew the types of materials that can be recycled and those that cannot. Other children had a basic, but accurate, understanding of how rain is formed and the types of materials that would be waterproof.

Governors and leaders are mindful of staff workload and well-being. Staff appreciate this and value being part of a strong, supportive team.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that staff and governors have up-to-date training in safeguarding matters. They know the signs of potential abuse to look for and how to raise a concern about a pupil's welfare. Discussions about safeguarding in weekly staff meetings keep safeguarding at the forefront of everyone's mind.

Leaders make effective use of external professionals to support pupils and their families.

Pupils are taught how to keep themselves safe. During the inspection, pupils were learning about online safety. Older pupils consider the dangers of drug abuse and knife crime. All pupils learn important life lessons, such as fire safety.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have made a start in setting out what pupils will learn in each subject. Teachers assess what pupils have learned at the end of each topic of work. They have a system of 'simmering' to help pupils remember what they have learned. However, for some subjects, the plans do not set out exactly the content that pupils must learn and when. This means that pupils may not be revisiting the most important knowledge. Leaders must complete the curriculum planning so that the important knowledge that pupils must learn and remember in all subjects is sequentially set out.
- Some aspects of leadership are not yet fully effective. Some subject leaders have only recently begun to review the curriculum and embark on the monitoring of their areas of responsibility. Some aspects of the management of paperwork for pupils with SEND are not as detailed as they should be. Leaders at all levels should receive the necessary training and support so that they fulfil their leadership roles fully.
- Typically, teachers present new subject matter clearly. However, there are inconsistencies in the ways that teachers implement the curriculum. Sometimes, resources are not reliably well used, or teachers do not promote opportunities to explore pupils' ideas and check their understanding. Leaders should ensure that teachers' explanations, use of resources and use of assessment are consistently effective.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	122807
Local authority	Nottinghamshire County Council
Inspection number	10121234
Type of school	Primary
School category	Voluntary aided
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	117
Appropriate authority	The governing body
Chair of governing body	Janet Brothwell
Headteacher	Domenico Conidi
Website	www.linby.notts.sch.uk/
Date of previous inspection	19–20 April 2016, under section 5 of the Education Act 2005

Information about this school

- The school's most recent section 48 inspection, which is an inspection of the school's religious character, took place in October 2019.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We did deep dives in reading, mathematics, PE and science. We spoke with leaders, teachers and pupils. We examined curriculum plans and visited lessons. We scrutinised pupils' workbooks.
- We observed pupils during a collective worship session and at playtime and lunchtime.
- We examined the single central record of safeguarding checks. We held discussions with staff and pupils and considered parents' views. We examined a range of documentation relating to the safeguarding of pupils.
- We held meetings with the headteacher, the deputy headteacher and the early years leader. We also met with a group of staff from across the school.

- We met with parents when they collected their children from school and took account of the 73 responses to Ofsted’s survey, Parent View. We considered the 10 responses to the staff survey. We spoke with several groups of pupils formally and informally.
- We met with five governors, including the chair. We spoke with a representative from the local authority.
- We examined a wide range of documentation, including that relating to the school’s evaluation of its work, the current school improvement plan, minutes of governors’ meetings and notes of visits from the local authority.

Inspection team

Di Mullan, lead inspector

Her Majesty’s Inspector

Ann Cruickshank

Ofsted Inspector

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