

Lindal and Marton Primary School

Inspection report

Unique Reference Number	112193
Local authority	Cumbria
Inspection number	367394
Inspection dates	6–7 December 2011
Reporting inspector	Naomi Taylor

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 of pupils on the school roll	73
Appropriate authority	The governing body
Chair	Tom Dalziel
Headteacher	Lucie Phelps
Date of previous school inspection	21 June 2007
School address	Pitt Lane Lindal Ulverston LA12 0NB
Telephone number	01229 462710
Fax number	01229 462710
Email address	admin@lindalmarton.cumbria.sch.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk

You may copy all or parts of this document for non-commercial purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



Introduction

This inspection was carried out by two additional inspectors. Ten lessons were observed, taught by four teachers. The inspectors held meetings with members of the governing body, staff and pupils. They observed the school's work, and looked at the tracking of pupils' progress and the school's monitoring, self-evaluation and planning for improvement. They analysed 46 questionnaires from parents and carers, together with a sample from staff and pupils in Key Stage 2.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The effectiveness of guidance given to pupils on how to improve their work and whether this encourages them to take on more responsibility for their own learning.
- The extent to which teachers monitor and evaluate pupils' progress to ensure that all pupils are fully challenged in mixed year group lessons.
- The impact of the curriculum on motivating and inspiring pupils to reach their full potential in numeracy, literacy and information and communication technology.
- The balance of teacher led and child initiated activities in the Early Years Foundation Stage.

Information about the school

Lindal and Marton is a smaller than average size primary school. The proportion of pupils known to be eligible for free school meals is much lower than average. All pupils are White British and none speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is average. There are two year groups in classes 1 and 2 and three year groups in class 3. There are times when year groups are taught separately.

Since the previous inspection, a new headteacher has been appointed. The school has International School status and is also an Investor in People. It holds the British Gymnastic Coaches award and has been re-accredited with Healthy School status. The school is a member of the Furness Primary Heads Partnership.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate
Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

2

Main findings

Lindal and Marton is an outstanding school where children are, as one parent described, 'Nurtured and encouraged to strive for their personal best.' Pupils and their families value the school highly. Attainment is above average and progress is good and improving rapidly. The overall academic progress of pupils is good and their personal development is exceptional. These very strong outcomes are the result of outstanding care, guidance and support, a high quality curriculum, and good and at times, outstanding teaching. Pupils' behaviour is outstanding and they have very positive attitudes to learning. Leadership and management are good and the headteacher, together with all the staff, has made significant changes to improve the quality of provision. Areas for development are swiftly acted upon, as seen with the effective focus on strategies to raise attainment in mathematics. The school improvement plan clearly demonstrates rigour in the school's monitoring and self-evaluation and in the actions taken to address any shortcomings. Supported by an effective governing body, the school demonstrates good capacity to improve further. It provides excellent value for money.

The Early Years Foundation Stage is good and, as a result, children settle quickly into school life and make good progress in their learning and personal development. Throughout the school, teachers and teaching assistants work extremely well together to plan appropriate lessons, ensuring that all pupils, including those with special educational needs and/or disabilities, make good and rapidly improving progress. This reflects good commitment to equality of opportunity. Pupils' attendance is average but there is an improving trend. The excellent curriculum provides opportunities to work outdoors. Pupils respond very enthusiastically to this opportunity to learn in the garden area. As Lindal and Marton is such a small school, partnerships are used exceptionally well to add breadth to the curriculum and provide expertise which the school alone cannot deliver. There are opportunities through such partnerships to share best practice and improve further the quality of teaching and learning, and thereby raise pupils' attainment. The school recognises, however, that focused staff development programmes are of the essence if this improvement is to be sustained. All pupils enjoy a wealth of extra-curricular activities in which sports and music are strong features. This has a strong impact on their outstanding personal development and on their exceptionally good understanding of how to lead healthy lifestyles. Pupils feel exceptionally safe and have an extremely good understanding of how to stay safe. There is a very strong community spirit within the school and the role that pupils play in local village life is valued highly.

Community cohesion is outstanding and residential trips have contributed to pupils' exceptional understanding of life beyond their local community. Parents and carers are exceptionally pleased with this school. They are extremely well informed of the progress, both personal and academic, that their children are making.

What does the school need to do to improve further?

- Improve further the quality of teaching and learning to outstanding overall, by increasing the opportunities for sharing best practice through well focused staff development.

Outcomes for individuals and groups of pupils

1

Pupils really enjoy their learning and all groups achieve well. Lessons observed by inspectors were of a good quality overall, and well differentiated to meet pupils' needs. Pupils' writing assessment books illustrate high standards in their presentation of work and strong improvements in their development of writing. When children join the school their skills are broadly in line with those expected for their age. All pupils, including those with special educational needs and/or disabilities, make good progress and by the time pupils leave school their attainment is above average in English and in mathematics. In the current Year 6 class, there are a high proportion of pupils working at or above the expected levels in both English and mathematics. Pupils apply these skills well across other subjects and through their topic work. Together with highly developed teamwork and strong information and communication technology (ICT) skills, pupils are well equipped for their next stage in education and for their future lives.

Pupils' behaviour is outstanding and demonstrated by the way they treat each other, adults and visitors with the utmost respect. Older pupils are excellent role models for younger children and through 'maths games', when the pupils work with each other across year groups on games to develop skills in mathematics, they encourage independent learning skills. At break times, older pupils work willingly with their younger reading partners to develop reading skills. They diligently record words that are difficult and report back to their teachers about children's progress. The Healthy School status reflects the fact that pupils have an excellent understanding of healthy lifestyles. This is also seen in the high levels of participation in extra-curricular activities. Pupils perform exceptionally well in music and sports competitions and this helps build their self-esteem and confidence. Most pupils are punctual and attend school regularly. The school community is harmonious and pupils are highly regarded by the local residents for their contribution to social activities in the village.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The school's monitoring of lessons shows that the quality of teaching is good and improving. During the inspection, teaching was good or better in a very large majority of lessons. In these lessons, work proceeds at a quick pace and is well matched to pupils' needs. In a Year 6 lesson, for example, pupils were given a task to explore ratios and proportions. This was presented in a practical manner with pupils measuring their bodies to develop their mathematical understanding. Pupils responded extremely well and the teacher and teaching assistant ensured that no time was wasted. The pupils were highly engaged in the task and keen to explore ideas further. The use of 'talk partners' is a regular feature in lessons. It allows pupils to share their views and develop independent learning skills. This accelerates their progress. Since the headteacher was appointed, a new ICT suite has been built and opportunities to develop pupils' ICT skills have increased both through discrete lessons and through the integration of ICT across the whole curriculum. There is thorough marking of pupils' work and the new writing assessment books show pupils how well they are progressing and what they need to do to improve. Assessment information is used well to identify where pupils have gaps in their learning and facilitates appropriate support to help them improve. Teaching assistants and volunteers make a valuable contribution to pupils' learning and progress.

The curriculum is reviewed regularly and meets the needs of pupils extremely well. There is a firm focus on raising attainment in English and mathematics: this is evident from the timetabling of discrete mathematics classes for Year 6 and the 'Mathletics' opportunities across all year groups, which ensure they have fun while developing their skills in numeracy. Numerous visitors to school enhance pupils' learning. For example, a Native American family shared their traditions and cultures and this allowed pupils to explore the differences between themselves and those of other cultures and religions.

¹The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

Parents and carers agree overwhelmingly that their children are exceptionally well cared for in school. One parent referred to 'excellent care and attention' which are reflected in the support from school and external agencies for the whole family. All aspects of pastoral care are excellent and pupils, parent and carers find a very safe and welcoming environment in school. Induction arrangements into school are extremely thorough, which leads to reception children settling very quickly into school. Older pupils are mentors for the younger children and provide very positive role models. Similarly, pupils from a local secondary school who are studying for a coaching award work with Year 6 pupils and they provide strong support in preparing them for their new school. There is exceptionally strong support for pupils whose circumstances make them vulnerable, with staff working highly effectively with external agencies to provide the best support available.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The positive trend in improvement and the effective and accurate self-evaluation since the previous inspection, demonstrate the school's good capacity to sustain and drive improvement. The headteacher has a very clear vision for further improvement, which is shared by staff and the governing body. Staff feel valued and morale is good. There is a focus on improving the quality of teaching further and middle leaders, too, recognise their responsibility for driving whole school improvement. There is a very strong sense of teamwork across all staff and volunteers to provide support and challenge. The quality of teaching is rigorously monitored and outcomes are used to inform areas for development.

Safeguarding procedures are good and contribute to pupils feeling very safe in school. The governing body regularly and thoroughly monitors safeguarding arrangements. Its members demonstrate their commitment to the school through their support for social events and their rigorous challenge to the leadership. Child protection training, procedures and policies are up to date. There is outstanding engagement with parents and carers. Parents and carers are extremely pleased with the school and some have moved into the area so that their children can attend the school. There are extremely strong partnerships which allow professionals to visit the school and enhance the experience of pupils in this small rural community.

Community cohesion is exceptional, with the school playing a key role in village life.

Pupils perform regularly at a range of community events and plays in school are attended not only by pupils' families but by local residents. There is a raft of opportunities for the children to understand the lives and cultures of others through trips, residential visits and from visitors to the school. Themed weeks are used to

explore particular cultures and, together with strong overseas links, these have resulted in the school achieving International School status.

These are the grades for the leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Although there is variation over time, children’s skills and knowledge on entry to reception are in line with those expected for their age. Children settle quickly into their new surroundings as a result of good transition arrangements and strong liaison with nurseries and with parents and carers. Older pupils play a part in taking on responsibilities as buddies and provide effective role models for the younger children. Despite the limitations of the small classroom and the combined teaching with Year 1, children are provided for well. They have opportunities to explore for themselves and develop independent learning both in the classroom and outdoors. However, the children do not have the opportunity to move freely from indoor and outdoor activities and this sometimes has a negative impact on their learning and progress. Overall, there is an effective balance between those activities that adults lead and those that children choose for themselves. They play happily together and form good relationships with their friends and with the adults around them. A specially trained teaching assistant ensures that the children make the most of exploring and using the outdoor garden area. Here, the children are able to learn about their natural environment and develop personally by learning how to grow plants and vegetables. It also reinforces their understanding of the importance of healthy lifestyles and of a balanced diet. Staff show strong commitment to children’s care, safety and welfare. The Early Years Foundation Stage is well led and managed, with excellent support from the teaching assistants. Children’s progress is recorded meticulously and accurately.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management in the Early Years Foundation Stage	2

Views of parents and carers

An overwhelming majority of parents and carers are happy with their child's experience at school. They believe the school is well led and managed and that their children's particular needs are met. The vast majority feel that they are well informed about their children's progress. One parent commented on how the school helps their child to, 'shine...and become more confident.' This sentiment was echoed by a number of parents and carers. Staff are referred to as 'incredibly committed and hardworking'.

A very small minority feel that the school could do more to help them support their children's learning, and that it could work harder to ensure that enough progress is being made and that the views of parents and carers are taken more into account. The inspection team examined these concerns closely and found no evidence to endorse these views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Lindal and Marton Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspector received 46 completed questionnaires by the end of the on-site inspection. In total, there are 73 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	31	67	15	33	0	0	0	0
The school keeps my child safe	32	70	14	30	0	0	0	0
The school informs me about my child's progress	26	57	19	41	1	2	0	0
My child is making enough progress at this school	30	65	14	30	2	4	0	0
The teaching is good at this school	32	70	14	30	0	0	0	0
The school helps me to support my child's learning	27	59	16	35	3	7	0	0
The school helps my child to have a healthy lifestyle	29	63	16	35	0	0	1	2
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	28	61	14	30	0	0	1	2
The school meets my child's particular needs	31	67	14	30	1	2	0	0
The school deals effectively with unacceptable behaviour	28	61	16	35	1	2	1	2
The school takes account of my suggestions and concerns	28	61	15	33	2	4	0	0
The school is led and managed effectively	29	63	16	35	1	2	0	0
Overall, I am happy with my child's experience at this school	33	72	12	26	1	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



8 December 2011

Dear Pupils

Inspection of Lindal and Marton Primary School, Ulverston LA12 0NB

Thank you for the very warm welcome we received when the inspection team visited your school recently. We thoroughly enjoyed our time with you and appreciated all the help you gave us. You were immersed in performances in the approach to Christmas and, understandably, some of you were very tired. I was sorry I could not see your plays but I was delighted to hear that you performed to capacity audiences. The dress rehearsal for the older people in your village was also extremely well received and this shows your highly valued contribution to the life of the local community.

Lindal and Marton is an outstanding school. You all get on exceptionally well together and take great care of each other. You are extremely well behaved and a credit to your families and your teachers. The older pupils take on many responsibilities such as reading partners, demonstrating the good role models they provide for the younger children. You are keen to learn, work hard and have made good, and in some cases, outstanding progress since the previous inspection. You are all engaged in a raft of opportunities after school, such as gymnastics, choir and music groups and this all contributes to exceptional personal development and understanding of how to live healthy lifestyles.

In order to further improve your attainment we have asked that your teachers have increased opportunity to share best practice to improve the quality of teaching and learning. You can help by continuing to attend school regularly and working hard.

Yours sincerely,

Naomi Taylor
Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234**, or email enquiries@ofsted.gov.uk.