

Tribal
1-4 Portland Square
BRISTOL
BS2 8RR

T 0300 123 1231
Text Phone: 0161 6188524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T 0845 123 6001
Direct F 0117 315 0430
Email: rebecca.jackson@tribalgroup.com



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Mr Ron Gandolfo
The Headteacher
Lingfield Primary School
Vicarage Road
Lingfield
Surrey
RH7 6HA

Dear Mr Gandolfo

Ofsted monitoring of Grade 3 schools: monitoring inspection of Lingfield Primary School

Thank you for the help which you and your staff gave when I inspected your school on 18 May 2011, for the time you and your deputy gave to our phone discussions and for the information which you provided before and during the inspection. Please also pass on my thanks to everyone who spoke to me including the chair of governors, the teachers whose lessons we observed and the group of Year 5 and Year 6 pupils.

Since the previous inspection the governing body has appointed a new chair and clerk, as well as recruiting a number of entirely new members. The school is currently experiencing significant change in teaching staff due to several concurrent maternity leaves, affecting all key stages as well as the senior leadership team.

As a result of the inspection on 3 and 4 March 2010, the school was asked to address the most important areas for improvement which are set out in the annex to this letter.

Having considered all the evidence I am of the opinion that at this time the school has made good progress in making improvements and good progress in demonstrating a better capacity for sustained improvement.

Standards of attainment at the end of Key Stage 2 in 2010 were broadly average, which represents an improvement on the three previous years. Despite this positive picture, a significant proportion of most able pupils did not make anticipated progress. Pupils' progress is now more closely monitored, with regular teacher assessments feeding into the school's tracking system. Robust and well-established procedures exist for reviewing and responding to information arising from data analysis. For example, withdrawal groups for older pupils, identified as gifted and



talented in mathematics and English, ensure that the most able are making expected gains in their learning. Current end of Key Stage 2 attainment has seen substantial further improvement, with a significant increase in the proportion of pupils reaching the expected levels in English and mathematics. Lesson observations, pupils' workbooks and school monitoring records demonstrate that learning tasks are accurately matched to pupils' ability and that all groups are challenged to produce an appropriate quantity and quality of work in writing, mathematics and other subject areas.

The dip in attainment at Key Stage 1 during 2010 has been rigorously addressed and has included reviews of the approach to, and quality of, teaching in Key Stage 1. As a result, there are increased opportunities for staff 'coaching' and an 'integrated day' approach is in place throughout the key stage. In addition, those pupils identified as having made less progress than expected during Key Stage 1 have successfully taken part in intervention programmes that commenced immediately on transfer to Year 3. Attainment at end of Key Stage 1 is once again in line with national expectations.

The majority of teaching is good and the rigorous monitoring cycle ensures all teachers are aware of next steps to improve their own skills. Lesson planning observed throughout the school is of a consistently good standard and pupils are aware of their targets, with older pupils also aware of the levels they are working towards. Pupils have a positive rapport with their teachers, other adults and each other, and this fosters their very good attitudes towards learning. Their very positive behaviour also makes a strong contribution to learning, especially when, as seen in the Year 5 English lesson, pupils maturely reviewed the work of their peers, giving detailed feedback on ways to improve further. The great majority of pupils in school are making satisfactory or better progress.

The school has revised and strengthened planning and record keeping at all levels, including the School Strategic Plan, subject plans, evaluations provided for the governing body and the governing body minutes. Where appropriate, such as with the school strategic plan, subject plans or individual lesson plans, there are clear and measurable success criteria by which impact and learning can be assessed. Evaluations form an integral part of the school improvement cycle.

The governing body has made satisfactory progress towards becoming a more effective, challenging and accountable body. Great emphasis has rightly been placed on training and on recruiting additional members with relevant skills. Governors are clear about their roles and responsibilities, visit the school with increasing regularity and provide reports as a result of each visit. The governing body receives regular information from the headteacher, including an 'Action and Impact' report which relates directly to the areas for improvement identified at the previous inspection. Governors now question the information they are given, but do not yet have a confident understanding of school data in order that they effectively hold the school to account for pupil progress and attainment.



The school's capacity to improve has been strengthened. The most senior leaders hold a precise and accurate view of the schools' strengths and weaknesses and rigorously monitor the school's work in all areas. Attendance, for example, has been highlighted as an area of concern and the school is striving to address this issue.

The school's improvement partner notes of visit accurately reflect improvements secured and current school priorities. No additional support is provided from the local authority to the school.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Hilary Macdonald
Her Majesty's Inspector



Annex

The areas for improvement identified during the inspection which took place in March 2010

- Ensure that teaching is consistently good or better by always:
 - raising expectations of what pupils can achieve in both writing and mathematics
 - providing challenging tasks that are pitched at the right level, particularly for the more able pupils.
- Take a more rigorous approach to development planning by sharpening documentation and making sure that it includes specific and measurable success criteria by which it can judge the impact of its actions.
- Strengthen the role of the governing body by ensuring that members monitor and evaluate the work of the school more closely.