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13 December 2022

Sarah Thornton
Headteacher
Lingdale Primary School
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Dear Mrs Thornton

Requires improvement monitoring inspection of Lingdale Primary School

This letter sets out the findings from the monitoring inspection of your school that took place on 11 November 2022, on behalf of His Majesty's Chief Inspector of Education, Children's Services and Skills. The monitoring inspection was carried out under section 8(2) of the Education Act 2005 and took place because the school has received two successive judgements of requires improvement at its previous graded (section 5) inspections.

During the inspection, I discussed with you and your assistant headteacher the actions that have been taken to improve the school since the most recent graded inspection. We discussed the ongoing impact of the COVID-19 pandemic. I also spoke with subject leaders, the chair and the vice-chair of governors and a representative from the trust you are working with. I also met with some staff and pupils and visited mathematics lessons. I have considered all this in coming to my judgement.

Lingdale Primary School continues to require improvement. Leaders have made progress to improve the school, but more work is necessary for the school to become good.

The school should take further action to:

- evaluate the impact of the delivery of your new curriculum. Use this information to further develop the remaining curriculum areas to the same standards as those that you have prioritised.

Main findings

You and your leaders have carefully reflected on the findings from the previous Ofsted inspection in September 2021. You have taken the time to explore a variety of options available to you for support. You have worked with the Department for Education to broker a 12-month partnership agreement with The Lingfield Education Trust. Through this partnership, you are making progress in developing a better curriculum. You have focused on three main curriculum areas: mathematics, history, and design and technology . The curriculum is now well sequenced, from the early years upwards, and clearly sets out the knowledge that you want pupils to know in these subject areas. You are working with subject leaders from the trust to develop teachers' subject knowledge and pedagogy. Staff are also developing their subject leadership skills.

As a small school, you are astutely aware of the workload pressures that staff face. This has informed your decisions about the pace of school improvement. You have prioritised the areas that needed the most work and you are checking the success of your actions before you repeat them in all subject areas. You have given your subject leaders time to do the work related to their curriculum responsibility.

You are beginning to establish a specific programme of assessment across the school, in line with your developing curriculum. In mathematics, teachers' regular assessment informs the next steps for pupils. Teachers use this information well to plan learning.

Your pupils are confident and talked about their learning in personal development. Pupils are clear about the role of democracy in British society and they are developing in their knowledge of different cultures and religions. They enjoy voting for the head boy and head girl and say that their votes count. They are aware of the role of the local council and parliament. There are planned opportunities for pupils to learn beyond their local community, for example visits to the theatre, museums and libraries in local towns. Pupils also benefit from external visitors who bring a variety of animals to the school. The personal, social, health and economic curriculum is designed to enable pupils to experience different aspects of life in modern Britain. Leaders are aware that this needs to extend beyond the North East of England.

Governors are knowledgeable about the progress the school is making. They are clear about the benefits of the partnership with The Lingfield Trust. They are well aware of the steps that have been taken, the improvements that are happening and the next steps for the school to take on its journey of development. Governors are regular visitors to school so that they can see things for themselves.

I am copying this letter to the chair of the governing body, the Department for Education's regional director and the director of children's services for Redcar and Cleveland. This letter will be published on the Ofsted reports website.

Yours sincerely

Mary Cook
His Majesty's Inspector