

Inspection of Linton Village College

Cambridge Road, Linton, Cambridge, Cambridgeshire CB21 4JB

Inspection dates: 24 and 25 April 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Previous inspection grade	Requires improvement

The principal of this school is Helena Marsh. This school is part of Anglian Learning, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Jonathan Culpin, and overseen by a board of trustees, chaired by Helen Pain.

What is it like to attend this school?

Pupils have positive relationships with staff and each other. They benefit from the good subject knowledge of their teachers and the orderly environment in classrooms and around the school.

Pupils know what is expected of them in lessons. They work hard to remember the knowledge they are taught and to show their understanding. Pupils speak and express their views confidently. They act on clear guidance from teachers to improve their work. Pupils study a broad range of subjects and are well prepared for the next stage in their education.

Pupils behave well. They are polite and considerate. Almost all pupils meet the school's high expectations of behaviour. Pupils are well cared for. They know how to report anything they are worried about and where they can get help if they need it.

Pupils know that the school does not tolerate discrimination. This makes them feel safe and confident to be themselves. As 'Linton Learners', pupils are encouraged to be independent, caring, responsible and curious. They can follow their interests by participating in a wide range of clubs and activities. There are a range of leadership opportunities for pupils and teachers listen carefully to their ideas and opinions.

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

The school has improved considerably since the previous inspection. The trust, governing body and school leaders have a clear vision for ensuring that the school continues to improve. Leaders have a precise knowledge about what the school is doing well and the actions it needs to take to become even better. Communication with parents is regular. Leaders also provide opportunities for parents to attend information evenings and other events to make sure they are well informed and know how the school is improving.

The school is clear about what it wants pupils to learn. In most subjects, pupils build their understanding because the content is taught in a logical order and builds up over time. Teachers do not always select learning activities well enough to ensure pupils make progress by building on what they already know. Pupils present their work carefully. This helps them revise what they have been taught. Teachers help pupils to improve their work and understanding.

The school knows the importance of all pupils being able to read well. The school's reading routine helps build pupils' confidence in reading aloud, developing their vocabulary and discussing current issues. The school promotes reading for pleasure through introducing a wide range of diverse texts to pupils. The school promptly identifies pupils who need to improve their reading and helps them to make rapid progress. Pupils become fluent, confident readers.

The needs of pupils with special educational needs and/or disabilities (SEND) are identified accurately. Teachers use information about how best to support pupils with SEND so that they make strong progress across the curriculum.

The school focuses on making sure pupils know how to behave and restoring any harm caused if misbehaviour takes place. Some pupils are not clear about how the school's behaviour systems work and think that pupils are not all treated in the same way.

The school has a comprehensive programme to support pupils' personal development. Pupils learn about topics such as looking after their physical and mental health, positive relationships and keeping safe online. Pupils receive careers information and guidance about their next steps in education. There are a wide range of clubs and activities for pupils to attend, where they can pursue their interests.

The trust provides effective challenge, direction and support to improve the school. The trust ensures staff and the local governing body have the expertise needed to fulfil their roles effectively. It makes sure the school focuses on the right priorities to make the school even better. This includes effective development for staff, often working with other schools in the trust.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Teachers do not always select appropriate learning tasks that build effectively on pupils' previous learning. This means some pupils do not make consistently good progress. The school should ensure learning activities help pupils to learn more and remember more.
- Some pupils do not understand the way the school manages behaviour. This means that some pupils think that they are treated inconsistently and that this is unfair. The school should ensure that all pupils have a clear understanding of its behaviour policy and procedures.

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 information from Ofsted Parent View 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.

Further information

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

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	136442
Local authority	Cambridgeshire
Inspection number	10318601
Type of school	Secondary Comprehensive
School category	Academy sponsor-led
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	827
Appropriate authority	The Board of trustees
Chair of trustees	Helen Pain
Principal	Helena Marsh
CEO of trust	Jonathan Culpin
Website	www.lvc.org
Dates of previous inspection	11 and 12 February 2020, under section 5 of the Education Act 2005

Information about this school

- This school is part of Anglian Learning
- The school uses two registered alternative providers.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical qualifications and apprenticeships.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspections are a point-in-time judgement about the quality of the school's education provision.
- Inspectors met with members of the trust, governing body, senior leaders and other members of staff, and contacted representatives from alternative providers used by the school.
- Inspectors carried out deep dives in these subjects: Drama, English, history, mathematics and modern foreign languages. For each deep dive, inspectors carried out discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also visited lessons in other subjects and had discussions with staff.
- Inspectors scrutinised school policies and records and observed the work of the school by visiting classrooms, form time, clubs, the library, social and dining spaces.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts the pupils' interests first.
- Inspectors considered 260 responses to Ofsted's on-line survey, Parent View, as well as speaking with parents who contacted the inspection team. Inspectors also considered 405 responses to the pupil survey and the staff survey, which was completed by 49 members of staff.

Inspection team

Carole Herman, lead inspector	Ofsted Inspector
Dan Leonard	Ofsted Inspector
James Fuller	Ofsted Inspector
Suzanne Thrower	Ofsted Inspector

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