

# Lumley Junior School

## Inspection report

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<b>Unique Reference Number</b>	114002
<b>Local Authority</b>	Durham
<b>Inspection number</b>	357465
<b>Inspection dates</b>	20–21 January 2011
<b>Reporting inspector</b>	Clive Petts

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	132
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Peter Hopkins
<b>Headteacher</b>	Mrs Angela Vear
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	Cocken Lane Great Lumley, Chester le Street County Durham DH3 4JJ
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## Introduction

This inspection was carried out by two additional inspectors. Inspectors visited 7 lessons and observed 6 class teachers. They held meetings with members of the governing body, staff and groups of pupils, analysed 37 questionnaire responses from parents and carers and looked at questionnaires from staff and pupils. The inspectors also looked at development plans, pupils' progress and attainment data, documents relating to the safeguarding of pupils, school policies and procedures, scrutinised pupils' current and past work, reports from the School Improvement Partner and spoke to a local authority officer.

The inspectors reviewed many aspects of the school's work and looked in detail at a number of key areas. These included:

- the quality of teaching and learning and its effectiveness in accelerating pupils' progress and raising achievement for all pupils in Years 3 to 6, particularly those pupils with special educational needs and/or disabilities and those more-able pupils
- the extent to which senior and middle leaders are demonstrating the capacity to bring about and sustain a consistent pattern of accelerating progress and rising achievement and attainment.

## Information about the school

This primary school is smaller than the average. Almost all pupils are of White British heritage with very few who speak English as an additional language. The school is part of a national pilot scheme which enables all pupils to access a free school meal. One fifth of pupils have special educational needs and/or disabilities and twice the average proportion has a statement of special educational needs.

The school has gained the Activemark, Artsmark and Investors in Children awards. The headteacher was appointed in January 2010.

**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?**

**4**

**The school's capacity for sustained improvement**

**3**

## Main findings

In accordance with Section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to the progress pupils make in their learning, their overall achievement and the quality of teaching.

As a result of the positive action taken by the recently appointed headteacher, pupils' learning, progress and achievement have started to improve, but are still inadequate overall. Attainment in 2010, at the end of Year 6, revealed that the decline in pupils' levels of attainment had been halted, especially in writing. This is the result of the initiatives adopted to improve learning and promote opportunities to practise skills across the curriculum. Reading skills and the application of mathematical skills remain a cause for concern and show that achievement, from pupils' starting points, is too low. The progress made by pupils with special educational needs and/or disabilities is also inadequate, because of variations in the quality of intervention and support. Inconsistencies in the challenge and pace of learning offered to pupils that are more able also results in them underachieving.

The quality of teaching is inadequate because, although improving, it is not yet consistently strong enough to compensate for pupils' past underachievement. The expectations of what pupils can achieve lack consistency. The recently implemented robust pupil tracking system provides valuable information but it is not used regularly or well enough to extend challenge and accelerate progress in lessons. Target setting is improving, but pupils are not always sure how well they are doing and how to improve. The curriculum does not offer sufficient opportunities, in all subjects, to ensure all groups of learners make at least satisfactory progress in the basic skills of literacy and numeracy.

Pupils' behaviour has improved and is good because the headteacher, with the support of staff, inspires pupils to be thoughtful and considerate. Good relationships are evident in classrooms and at playtimes. Pupils' above average attendance reflects their positive attitudes to school life. Pupils show a good understanding of the benefits that a healthy diet and active lifestyle can bring. They gain 'work experience' from working in the village community, for example, managing the school allotment with the support of local gardeners and are rightly proud of their donations of vegetables to a local charity.

Staff take good care of pupils to ensure that they feel safe. Self-evaluation has accurately identified key learning priorities for action with appropriate targets. Valuable collaborative working with the nearby infant's school has improved the quality and accuracy of assessment information. The governing body is starting to hold the school more to account for the progress pupils make, adding to the drive for improvement. The actions

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taken to tackle previous underachievement have resulted in better teaching and enhanced systems of accountability. They are securing improvements in outcomes for pupils and demonstrate that capacity for further improvement is satisfactory.

## What does the school need to do to improve further?

- Accelerate the rate of pupils' progress and improve their achievement in Years 3 to 6 by:
  - raising the expectations of staff of what all pupils can achieve
  - adding to the pupils' enjoyment while raising the demand and level of challenge of learning in lessons
  - providing more-able pupils and those with special educational needs and/or disabilities with activities which are closely matched to their ability and need.
- Improve the quality of teaching, learning, support and intervention by:
  - making certain that assessment information is used systematically to identify pupils' needs and plan learning
  - ensuring pupils are consistently provided with clear guidance for improvement
  - developing target setting to ensure that all pupils are aware of their progress.
- Broaden the range of curriculum opportunities to enable pupils of all abilities and needs to apply their mathematical skills to solve problems and to provide a clear focus on reading in all subjects.

## Outcomes for individuals and groups of pupils

4

Over the last three years, although attainment at the end of Year 6 has been broadly average, progress and achievement from pupils' marginally above average starting points have been inadequate. Current assessment information, evidence from lesson observations and work scrutiny, show that progress is improving but too many inconsistencies remain. When assessment information is used effectively to match learning to the needs of individuals, pupils make faster progress and this is starting to have a positive impact on achievement and attainment. In the good lessons seen in Year 6, most pupils are on course to reach at least average levels in English and mathematics, although reading skills remain a weakness. Pupils' enjoyment is reflected in their confidence in explaining their thinking. However, in those lessons where tasks do not take account of pupils' needs and abilities, pupils are often passive learners and they do not make the progress that they should. The progress made by pupils with special educational needs and/or disabilities is often too slow, because their needs have not been accurately identified and the quality of intervention and support is too variable. Additionally, their needs are not identified soon enough or with enough accuracy.

Behaviour is good and, occasionally, older pupils display exemplary attitudes towards each other and adults. Pupils increasingly take responsibility for their actions. Pupils state that they feel safe and express confidence that staff are on hand to resolve any concerns. Pupils serving on the school council are keen to help the school to improve. For example, they have developed a code of practice for ball games at playtime. The good links with the local and wider community, with the allotment holders for example, enhance the pupils'

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development and their experience of life beyond school. Their enjoyment of school life is summed up for many in a parent's comment, 'My child skips into school and that is always a good sign'. The pupils' good spiritual, moral, social and cultural development is evident in their sense of fair play, respect for the feelings of others and their good relationships. Although pupils' school attendance is above average, and they have some good social skills, preparation for their future learning and economic well-being is satisfactory rather than good because of their underachievement, particularly in literacy and numeracy.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>4</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	4
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

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

**How effective is the provision?**

The quality of teaching is inadequate but there is evidence of improvement. Actions taken to ensure lessons have a stronger focus on achievement and incorporate more active learning are resulting in examples of good teaching where expectations are high. In these lessons, support and guidance are effective. Since January 2010, accurate approaches to assessment and robust progress checking have been introduced. Yet the quality of learning remains too variable with levels of challenge insufficiently matched to pupils' abilities; more-able pupils often remain on simple tasks for too long and so become uninterested in their work. Initiatives to encourage pupils to think for themselves, justify their answers and work independently are evident in the best lessons. Pupils are applying their numeracy skills more regularly, but the full impact has yet to be seen in better outcomes. In lessons where progress is inadequate, pupils are not given enough

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opportunities to think and solve problems for themselves. Although assessment practice is developing, step-by-step guidance to enable pupils to improve to the next level is not always evident. Robust checking of pupils' progress from secure starting points is being systematically embedded across the school but teachers do not use it enough when planning learning.

The headteacher has recognised that pupils' progress in literacy and numeracy is not good enough. Mixed-aged classes have been eliminated and structured approaches are now in place to improve literacy and numeracy skills although there are still not enough opportunities for pupils to practise reading. Specialist teaching is used well to build richness into the curriculum, in the teaching of French for example. Activities designed to develop personal skills are being systematically improved; for example, a whole-school residential experience has been introduced. Nevertheless, the curriculum fails to provide equal opportunities for all pupils to develop their talents and improve their skills. In particular, it is not suitably adapted for those pupils with special educational needs and/or disabilities, or for those who are more able.

The quality of pastoral care is strong and this is appreciated by parents and carers. The school works hard to promote the value of regular attendance. Pupils with special educational needs and/or disabilities or those whose circumstances make them potentially vulnerable are thoughtfully included in school activities. However, the quality of support and guidance for them lacks the essential critical focus on how different pupils learn. Consequently, the effectiveness of care guidance and support is satisfactory overall rather than good.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>4</b>
Taking into account: The use of assessment to support learning	4
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>4</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

## How effective are leadership and management?

The headteacher places a strong emphasis on improving the quality of learning in lessons and the early signs of improvement can be seen. The improving teaching is taking more advantage of pupils' enthusiasm and keenness to learn and, as a result, good progress is becoming a consistent feature in the best lessons. Despite the headteacher's vision to eradicate underachievement, there are occasions when not all staff are totally committed to this ambition. Painstaking approaches are being deployed to manage the inconsistencies in the quality of teaching and learning with good use made of local authority specialists. A dedicated group of governors is starting to hold the school to account by asking pertinent questions and finding out for themselves how things are developing. Consequently, members of the governing body have a better grasp of strengths and weaknesses of the provision and outcomes for pupils. The influence of

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subject leaders is being carefully nurtured to add to the crucial leadership skills and boost the improvement drive. The improvements to pupils' behaviour and the quality of teaching, combined with the strengthening of systems to ensure greater accountability and secure improvement, indicate a satisfactory capacity for further improvement.

The school makes a satisfactory contribution to the promotion of community cohesion with strength in the local and global links, but the pupils' experience of the diversity that exists in the wider community is limited. Senior leaders have ensured that safeguarding procedures are robust, meet requirements and incorporate high-quality monitoring arrangements. The school's engagement with parents and carers is good and they are increasingly involved in their children's learning. The school works hard to promote inclusion as illustrated by the happy school atmosphere but recognises that, over time, the achievement of more-able pupils and those with special educational needs and/or disabilities is inadequate. The weaknesses in pupils' learning, progress and achievement result in inadequate value for money.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>4</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>4</b>

**Views of parents and carers**

Close to one third of parents and carers returned the questionnaire. The majority of parents and carers who responded to the questionnaire are very pleased with the education the school provides. They feel that the school keeps their children safe and appreciate the positive action taken by the recently appointed headteacher. Inspection evidence shows that safeguarding procedures are good and pupils feel safe. A few parents and carers expressed concerns about their children not making enough progress. Inspectors found that there were shortcomings in pupils' progress and achievement and that these are being positively addressed by the school.



## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Lumley Junior 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 inspection team received 37 completed questionnaires by the end of the on-site inspection. In total, there are 132 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	22	49	22	49	0	0	1	2
The school keeps my child safe	27	60	18	40	0	0	0	0
My school informs me about my child's progress	14	31	26	58	4	9	0	0
My child is making enough progress at this school	14	31	25	56	2	4	0	0
The teaching is good at this school	19	42	22	49	1	2	0	0
The school helps me to support my child's learning	21	47	19	42	2	4	0	0
The school helps my child to have a healthy lifestyle	16	36	26	58	2	4	0	0
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)	19	42	21	47	0	0	0	0
The school meets my child's particular needs	16	36	25	56	1	2	0	0
The school deals effectively with unacceptable behaviour	18	40	20	44	2	4	0	0
The school takes account of my suggestions and concerns	19	42	21	47	0	0	0	0
The school is led and managed effectively	21	47	22	49	0	0	0	0
Overall, I am happy with my child's experience at this school	21	47	21	47	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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



24 January 2011

Dear Pupils

**Inspection of Lumley Junior School, Chester le Street, DH3 4JJ**

Thank you for being so friendly and helpful when we inspected your school. We really enjoyed our time at Lumley especially the conversations we had with you and your teachers. These are some of the positive things we found.

- The school staff work hard to make certain you are safe in school
- You like school and this is reflected in your good behaviour and above average attendance. You also know how to stay safe and to keep fit and active so that you remain healthy.
- The school enjoys good links with the local village gardeners and works positively with your parents and carers.
- The new headteacher is determined to continue to improve your school.

Although your school is improving, it needs to make some further changes quickly. It has been given a 'notice to improve'. Another inspector will come to check how things are going. The governing body and leaders have been asked to:

- help you make faster progress and achieve higher results by the end of Year 6, especially in your reading and use of your mathematical skills
- improve the quality of teaching and support for your learning to make certain those of you who can tackle more demanding work and those with extra needs make faster progress and achieve as well as you possibly can
- provide you with more opportunities and experiences to practise your literacy and numeracy skills in all of your subjects.

You can all play your part by continuing to work as hard as you can, and by telling your teachers if work is too easy or too hard.

All the very best for the future.

Yours sincerely

Clive Petts

Lead inspector

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