

Lockwood Primary School

Inspection report

Unique Reference Number	111533
Local authority	Redcar and Cleveland
Inspection number	378318
Inspection dates	26–27 April 2012
Lead inspector	Barbara Hudson

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	218
Appropriate authority	The governing body
Chair	John Tombs
Headteacher	Grant Hopkins
Date of previous school inspection	14 March 2007
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Introduction

Inspection team

Barbara Hudson
Peter Evea

Additional Inspector
Additional Inspector

This inspection was carried out with two days' notice. Inspectors visited 15 lessons or parts of lessons including some where the links between sounds and letters were being taught. Eight teachers were observed and approximately nine hours spent in direct observation of teaching and learning. Meetings were held with groups of pupils, members of the governing body and school staff. The inspectors observed the school's work in and out of the classroom. They scrutinised pupils' work and looked at documentation relating to pupils' achievement, safeguarding pupils, school improvement planning and the governing body. Inspectors analysed parents and carers responses expressed in the 121 questionnaires returned and responses in questionnaires completed by the staff and pupils.

Information about the school

This is an average-sized primary school. Nearly all pupils are of White British heritage. A very low percentage of pupils are from other ethnic backgrounds and these pupils speak English as their first language. The proportion of pupils known to be eligible for free school meals is average. The proportion of pupils supported by school action plus or with a statement for special educational needs is below average. The school meets the current floor standards that indicate the minimum standards expected by the government. The school has an Out of Hours Club which includes a breakfast club and an after-school club. The school holds numerous awards including Healthy School status, Basic Skills Quality Mark, Activemark, Eco Award and Achievement for All Quality Mark.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key Findings

- This is a good school. It is not outstanding because pupils make good rather than outstanding progress overall due to some inconsistency in the way work is matched to their abilities. In addition, the tracking of pupils' progress through the different ability groups within the school is not fully developed to aid teachers' planning. Pupils, staff, parents and carers are very positive about the school and it very clearly lives up to its motto, 'A happy place to be'.
- Pupils' achievement is good. Children receive an excellent start to their education in the Nursery class. They make good progress overall throughout the school although the rate of progress is a little inconsistent in Years 1 to 4. In Years 5 and 6 pupils' progress accelerates resulting in attainment that is above average in reading, writing and mathematics at the end of Year 6.
- The leadership of teaching is effective and leads to teaching being good and occasionally outstanding. Lessons are well planned but sometimes pupils are sitting listening for too long and do not have enough time to complete their tasks. The work pupils do is usually matched accurately to their abilities but this is not always the case. Teaching staff effectively celebrate achievement in lessons so pupils work hard. The quality of the marking of pupils' work is not consistent.
- Pupils' good behaviour makes a very positive contribution to their good attitudes to learning. Pupils and staff show each other good respect. Pupils say they feel very safe and secure in school.
- Leaders and managers are continually striving to make this good school even better. The self-evaluation is accurate leading to a good capacity to improve. The management of performance is effective and improving with closer tracking of pupils' progress. Staff have a more informed picture of the needs of their pupils although the analysis of the progress of the different ability groups is not

as clear as it could be. The imaginative curriculum leads to pupils' good spiritual, moral, social and cultural development.

What does the school need to do to improve further?

- Improve pupils' progress from good to outstanding by increasing the amount of outstanding teaching through:
 - reducing the time pupils spend sitting listening in class rather than completing the tasks they have to do
 - improving the consistency of teachers' marking of pupils' work so that pupils know what they do well, what they need to do to improve and have time to respond to teachers' comments
 - further refining the match of work to the different ability groups in classes
 - ensuring the tracking and analysis of the progress of different ability groups is sufficiently precise and using the findings when planning lessons and setting future priorities.

Main Report

Achievement of pupils

Pupils' achievement is good because they are enthusiastic, motivated to learn and want to do their best. Learning is good in lessons because they are interesting and teaching staff have engendered in pupils a passion for learning. Pupils say that they enjoy lessons because they are fun and the teachers help us. As one pupil said, 'We get hard work to do but it does not seem hard because it is fun.' Nearly all parents and carers are very positive about the progress their children are making in school.

Most children join the Nursery with skills that are well below those expected for their age particularly in reading, writing and numeracy. In the Nursery and Reception classes children make good progress overall in all areas of learning, because the teaching staff carefully track children's progress and adapt the curriculum to meet their interests. By the end of the Reception Year most children are working below the expected level for their age.

Pupils in Key Stage 1 and 2 make good progress. They make rapid progress in Years 5 and 6 because pupils' work is matched very closely to their abilities. This means that by the time pupils leave Year 6 attainment is above average, with many exceeding the level expected for their age, in reading, writing and mathematics. In Years 1 to 4 pupils' progress is good, but a little inconsistent when work is not as well matched to their ability as it could be. This varies between subjects and ability groups and the work can sometimes be a little too hard or a little too easy. Despite this inconsistency most pupils' attainment in reading, writing and mathematics is broadly average at the end of Year 2.

Pupils who are disabled and those with special educational needs are effectively supported. A rigorous analysis of these pupils' individual needs ensures that

interventions are appropriate and well planned, enabling them to make good progress.

Quality of teaching

Teaching is good and occasionally outstanding. Pupils, parents and carers recognise and appreciate the good teaching. The staff have high expectations and are ambitious for each child to do their best. Teachers have strong subject knowledge and are very good at promoting reading, writing and numeracy skills across the curriculum. This was very evident in a Year 3 lesson when pupils were asked to read a letter, conduct an experiment, record their findings and make a tally chart to find out which fruits would be best to go into a fruit smoothie for an Olympic team. Teaching staff are adept at well timed verbal praise which boosts pupils' confidence. Teachers' marking of pupils' work is regular. Nearly all marking makes a positive comment. However, comments to help pupils improve their work are not always provided and, when they are, they are not always specific enough.

In the very best lessons, especially in Years 5 and 6, teachers are particularly good at engaging pupils through an interesting introduction which grabs pupils' attention and motivation to learn. This challenge was very evident in a Year 5 lesson about Carter's discovery of Tutankhamen's tomb where pupils were making inferences and drawing conclusions. In an excellent Year 6 science lesson when pupils were asked to investigate why two eggs spun by hand rotated at different speeds the introduction was short, clear and promoted what the pupils were to learn in that lesson. Work was very well matched to pupils' ability and sufficiently challenging so that pupils learned many new scientific facts. The marking of pupils' work in Years 5 and 6 is precise. Pupils know exactly what is good about their work and they are given time to respond to the clear points for improvement. Aspects preventing good lessons being outstanding include pupils not having enough time to get on with their work because teachers spend too long with the whole class, meticulously working through a series of activities or explaining what each group has to do in their independent tasks. This reduces the pace of learning and leads to a small minority of pupils losing interest in the lesson. Occasionally, tasks pupils are given to do are a little too easy or a little too hard and marking of work is not as precise as it could be.

The teaching of disabled pupils and those with special educational needs is good because they are provided with a good range of interventions which helps them to make good progress.

Children in the Nursery and Reception classes quickly learn to get along with one and another through good quality group activities that are led by an adult and when they explore by themselves. Teaching staff are excellent at developing children's ideas so learning is very well matched to their interests and goes across all areas of learning. Reading is taught well and staff are proactive in encouraging children to enjoy books. Parents and carers are given very good support to help their children at home through high quality home-school learning journals, invitations to literacy and creative days, and an Early Years Foundation Stage camp. The school also provides a 'Lockwood Ladybirds' group where children who are two years old and their parents and carers can meet, watch their children working with school equipment and discuss how to help them learn.

Behaviour and safety of pupils

Staff and pupils respect each other and this is the basis of the good behaviour in and around school. A calm, welcoming and happy atmosphere pervades the whole school enabling pupils to thrive. Pupils are very polite and courteous. They have good listening skills when they are talking to each other and in class situations when they are asked to answer questions. Occasionally, when pupils have been listening too long in whole-class activities they become a little restless. In discussions with pupils, parents and carers and in the questionnaires that these groups filled in, the good behaviour seen during the inspection was confirmed as being the norm.

Staff are vigilant about keeping pupils safe. Pupils say that they feel very safe in school and learn how to keep themselves safe beyond school. According to the pupils bullying in any form is very rare in school, and that when it does occur staff deal with it very quickly and effectively. Most parents and carers' questionnaires support this view. Pupils' attendance is above average, which reflects their enjoyment of school.

Leadership and management

Leaders and managers have created a happy, caring environment where everyone is passionate about learning. A good example of this is the way in which the staff have created a good, interesting curriculum. It is very well tailored to the interests and needs of the pupils and also covers all aspects within the National Curriculum. There are significant strengths in the way literacy and numeracy skills are included, where appropriate, in other subjects. Personal and social development is also strong and this effectively promotes pupils' good spiritual, moral, social and cultural development.

Leaders have developed a strong whole-school team where individuals are aware of their roles and responsibilities and work hard to fulfil them. Effective monitoring of teaching ensures staff, individually or as a group, receive many opportunities to further develop their skills. Although a few relative shortcomings remain training and performance management have contributed to the consistently good and occasionally outstanding teaching that occurs in the school. Leaders and teachers have a good understanding how individual pupils are progressing because the school has detailed tracking systems. However, leaders do not fully exploit the information available to track the progress of the different ability groups and ensure the information is used in teachers' planning and the setting of school's priorities. Nevertheless, teachers are vigilant about ensuring every child has equal access to all that the school has to offer and that each one is achieving well and this makes a good contribution to their achievements.

Relationships with parents, carers and the community are good. However, many parents and carers would like letters from the school about special events to be sent home earlier than they are currently. Other than this frequently recurring issue the high number of positive questionnaires returned to the school shows that the vast majority of parents or carers are very satisfied with their child's education. Parents and carers are very positive about the additional things the school does such as numeracy days, educational visits and the out-of-hours club.

The governing body is proactive in ensuring that the pupils are happy, well cared for and are receiving a good education. Governors hold the leaders of the school to account well. They check that school policies are implemented effectively through careful questioning of staff and observation. They are very vigilant about ensuring that safeguarding requirements for pupils are met. The governing body and staff work well together. Since the last inspection good improvements have occurred in the consistent and regular approach to school self-evaluation, the development of the school's curriculum and the improvements in teaching through good quality professional development. Consequently, the school is well placed to become even better in the future.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



30 April 2012

Dear Pupils

Inspection of Lockwood Primary School, Saltburn-By-The-Sea , TS12 3BL

Thank you very much for the friendly welcome you gave the inspection team when we visited your school recently. We enjoyed talking with you and appreciated the open way in which you answered our questions. I am sure you will be delighted to know that we judge your school to be a good school. This means that it has lots of good things about it, some that are outstanding and some that need improving.

Some of the good things about your school are:

- the way in which you are passionate about learning
- the excellent start children receive in the Nursery class
- the good teaching that motivates you to learn and behave well
- the good progress you make which gets even faster in Years 5 and 6
- the way in which the school lives up to its motto 'a happy place to be'.

Even in good schools there are still things that can be improved. We have asked your headteacher to work with staff to look at more ways to:

- provide you with work that is even more closely matched to your ability
- ensure all teachers provide you with good feedback when they mark your work and give you time to work on the improvement points
- ensure that you do not sit for too long in whole-class activities and we have asked leaders to make more use of the information about the progress you make.

You can help the school become even better by continuing to work as hard as you do now in your lessons. I would like to wish you every success in the future.

Yours sincerely

Barbara Hudson
Lead Inspector

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