

# Lyndhurst Primary and Nursery School

## Inspection report

---

<b>Unique Reference Number</b>	105632
<b>Local authority</b>	Oldham
<b>Inspection number</b>	377270
<b>Inspection dates</b>	10–11 May 2012
<b>Lead inspector</b>	Stephen Rowland

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	474
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Allison Brierley
<b>Headteacher</b>	Andrew Feeley
<b>Date of previous school inspection</b>	22 October 2007
<b>School address</b>	Heron Street Oldham OL8 4JD
<b>Telephone number</b>	0161 7701473
<b>Fax number</b>	0161 6206875
<b>Email address</b>	info@lyndhurst.oldham.sch.uk

---



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

You may copy all or parts of this document for non-commercial purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store Street  
Manchester M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
[enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)



## Introduction

### Inspection team

Stephen Rowland  
Philip Choi  
Sheila Mawer

Additional inspector  
Additional inspector  
Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 20 lessons taught by 17 teachers. In addition, inspectors visited short phonics (the sounds that letters make) sessions and listened to children read. Meetings were held with groups of pupils, members of the governing body and the school staff. Inspectors observed the school's work and looked at a number of documents, including the school development plan, records of pupils' attainment and progress, and minutes of the meetings of the governing body. During the inspection the responses to 167 parental and carers' questionnaires were analysed along with those completed by pupils and staff.

## Information about the school

This is a larger than average-sized primary school, with two classes for each age group. The proportion of pupils known to be eligible for free school meals is above the national average. The majority of pupils is of Bangladeshi, Pakistani or White British heritage. About half of the pupils speak English as an additional language but very few are at an early stage of learning English. The proportion of disabled pupils or who have special educational needs is average. The percentage of pupils who have a statement of special educational needs or who receive support from outside the school is also average. The school meets the government's floor standards which set the minimum levels for pupils' attainment and progress.

The school has a number of awards including the Activemark, the Eco-School Silver Award and the Tooth Fairy Platinum Award.

Since the previous inspection a new deputy headteacher has been appointed.

**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

<b>Overall Effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>1</b>
<b>Leadership and management</b>	<b>2</b>

## Key Findings

- This is a good school. It has a number of significant strengths. It is not outstanding because there are some inconsistencies in the quality of teaching and achievement in mathematics is not as strong as in reading and writing. The school is highly regarded by a very large majority of parents and carers. It is a harmonious community where diversity is celebrated.
- Achievement is good. Children make good progress in all areas of learning in the Early Years Foundation Stage. Progress in Key Stage 1 and Key Stage 2 is good and attainment at the end of Year 6 is near to the national average. Progress in reading and writing is very strong. Pupils make good progress in mathematics but there are limited opportunities for them to use their skills in practical situations. Disabled pupils and those with special educational needs make good progress which is at least in line with that of their peers.
- Teaching is good. There are examples of outstanding practice. A large majority of lessons engages pupils in lively and stimulating activities. Planning is thorough and caters for individuals' needs. Teaching assistants are used very effectively to support learning. There are a few inconsistencies relating to the pace of learning and the consistency of written feedback to pupils.
- Behaviour is outstanding. Pupils have very positive attitudes to learning and this contributes significantly to the school's success. Pupils feel safe in school. Bullying is rare and is dealt with promptly. Attendance is above average.
- The headteacher provides strong leadership for the school. Staff and governors work closely together with a shared sense of purpose and direction. The leadership of teaching is good and performance is improving constantly. The curriculum provides a broad range of stimulating and enjoyable experiences to develop pupils' skills and enjoyment of learning.

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

- Accelerate progress in mathematics so that it is equal to that in reading and writing by:
  - ensuring that the best practice in the teaching of mathematics is applied consistently throughout the school
  - providing more opportunities for pupils to apply their mathematical skills to practical situations.
- Increase the proportion of outstanding teaching by:
  - making sure that pupils have frequent opportunities to discuss and share their learning with their peers
  - ensuring that lessons have a brisk and business like pace throughout
  - making sure that written feedback consistently helps pupils to understand their achievements and to see how to improve their work.

## Main Report

### Achievement of pupils

All pupils achieve well. There are no significant gaps in performance between different groups of pupils. This is because the school's system for managing progress is thorough and allows teaching to be closely matched to their particular needs. Disabled pupils and those with special educational needs make similarly good progress as a result of the very detailed programmes of support put in place for them.

Children enter the Early Year Foundation Stage with skills which are generally well below those expected for their age. They make good progress in the stimulating and nurturing learning environment, particularly in language skills. They achieve outcomes which are slightly below average by the start of Year 1. Good progress is maintained throughout Key Stage 1 and Key Stage 2.

Attainment at the end of Key Stage 2 in 2011 was close to the national average. Progress is particularly strong in reading and writing. This is due to the emphasis the school has placed on developing language skills in recent years. Progress in mathematics is improving rapidly although it is not as strong as in reading and writing. The full impact of the school's improvements in teaching and the curriculum in this subject are not yet fully impacting on attainment. The school has identified the need to increase the opportunities for pupils to use their mathematical skills in practical situations.

Pupils enjoy learning and respond well to carefully-planned and engaging tasks. They learn particularly well when they are actively involved in tasks and are given opportunities to work with their peers. In a highly-effective literacy lesson for example, Year 6 pupils were learning how to write powerful descriptive sentences. Following a short video, pupils were challenged to find ways to describe different environments. They were continually asked to explain their choices, both to the class and to their peers. The pace of learning was brisk and pupils learned from each other. There are regular and effective phonics and guided reading sessions and, consequently, progress in reading and spelling is good. Inspection evidence shows that attainment in reading is now above average at the end of Year 2 and

when pupils leave school in Year 6. Almost all parents and carers who responded to the questionnaire are pleased with the progress their children make in school.

## **Quality of teaching**

Parents and carers say that teaching is good. Inspectors agree with this. The school's drive to share the best practice has meant that attainment and progress have improved steadily. Lessons are planned with care, making use of information from the assertive mentoring programme. This involves teachers, pupils and parents and carers working together to assess each child's achievements and to agree targets for further learning.

Most lessons are lively and engaging. Pupils are given opportunities to work with their classmates to explore ideas and to find the best solutions. In a very effective mathematics lesson, for example, pupils worked in pairs and as a whole class to learn about co-ordinates. They responded well to the challenge, presenting a variety of methods to solve the problems set them. They also developed social skills through working together. The pace of learning was brisk and progress was rapid. Teaching assistants are fully involved in the pupils' learning and provide timely and well-focussed support. This is particularly so for disabled pupils and those with special educational needs. In a few lessons, opportunities for pupils to work together and to share their learning are less frequent and progress is not as strong. Occasionally, too much time is spent on teachers' explanations so that the pace of learning slows.

The school's systems for assessment and target-setting are clear and helpful. This process is increasingly helping teachers to plan for individual needs and for pupils to see how much they have learnt and what they need to do next. Marking and written feedback, however, is inconsistent and does not always provide the required support and guidance for pupils.

Teachers adapt the curriculum well to ensure that pupils make progress in all subjects. The school's excellent provision for information and communication technology (ICT) supports good learning. Teaching contributes well to pupils' spiritual, moral, social and cultural development. A particular strength of the school is the extent to which pupils learn about the diversity of faiths and cultures represented in the school and in the local community. This engenders a strong sense of mutual respect and understanding.

## **Behaviour and safety of pupils**

Behaviour is outstanding and pupils feel entirely safe in school. The school has a very clear and consistent approach to the management of behaviour. Inspectors observed outstanding behaviour both in classrooms and around the school. Pupils are very proud of their school and actively support its harmonious character. The Pupil Learning Team is particularly influential in providing valuable insights for staff and governors about what has worked well and what could be done to improve behaviour further. School records show that behaviour is characteristically excellent over time, with no exclusions recorded over recent years. The support provided for pupils whose circumstances may make them vulnerable means that they are fully integrated into the school community. Pupils agree that behaviour is very good and that inappropriate behaviour is dealt with firmly.

Attendance has risen very strongly in recent years and is now above average for primary schools nationally. This confirms that pupils and their parents and carers value the school

and what it has to offer. It also demonstrates the positive impact of the school's work to engage with parents and carers.

Parents and carers and pupils alike confirm that the school deals effectively with bullying in all its forms. Pupils have a strong awareness of the many forms that bullying can take and are willing to confront them and to prevent them from occurring. Pupils know that they can always find a sympathetic adult when they have concerns and that action will be taken to support them. Many parents and carers commented on the supportive nature of the school. One such comment was, 'I wish to thank them for all the help and support we have received. They have gone beyond what is expected.' Pupils say they feel safe in school. All parents and carers who responded to the questionnaire agreed that their child was safe in school.

## **Leadership and management**

The headteacher provides strong and determined leadership. Staff work closely together and there is a shared understanding of how well the school is doing and how it can improve. Senior leaders and co-ordinators say that they are fully involved in the school's development and how much their contribution is valued. Performance is managed thoroughly and effectively and carefully-tailored programmes of professional development help staff to enhance their knowledge and skills. An experienced and committed governing body supports the school well. Governors do not shrink from asking challenging questions when required. Pupils' progress is tracked closely and parents and carers and pupils are actively involved in this process. The monitoring and evaluation of teaching is thorough and informative. This feeds into the school's self-evaluation which is honest and concise and there is strong evidence to show the positive impact of the school's strategies to improve teaching and to raise attainment. This demonstrates that there is a strong capacity for sustained improvement.

The school works very well with parents and carers. Many value the programme of one-to-one consultation meetings which have been initiated and how this helps them to support their child's learning. One commented, 'This gives parents the opportunity to know where their child needs extra help so that we can help at home.' Discrimination has no place at Lyndhurst and the promotion of equality is good. Any gaps in performance are quickly identified and effective action taken to deal with them. Safeguarding systems which ensure the safety and security of pupils are comprehensive.

The school's curriculum provides a solid grounding in the basic skills of numeracy and literacy. Pupils also benefit from a variety of sporting, musical and cultural activities. The curriculum helps to promote pupils' spiritual, moral, social and cultural awareness. There are active links with a number of local schools and community groups and this helps pupils to understand their responsibilities to others.

## 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](http://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 up 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.**



14 May 2012

Dear Pupils,

**Inspection of Lyndhurst Primary and Nursery School, Oldham, OL8 4JD**

Thank you for making us so welcome during our recent visit to Lyndhurst. We were particularly grateful to those of you who agreed to meet us during your lunch hour. Thank you also to those of you who completed the questionnaire. Your comments were very helpful.

Lyndhurst is a good school. It has a number of strengths which are:

- you make good progress and standards in all subjects are improving
- your behaviour is outstanding and attendance is better than the national average
- you are in a safe school
- children from different cultures and backgrounds respect each other and get on well together
- the headteacher, staff and governors lead the school well and are determined to make it even better.

To help make the school even better it has been asked to make teaching even better by:

- making sure that the progress you make in mathematics is as good as in reading and writing
- checking that there are frequent opportunities for you to work together to solve problems and answer questions
- making all marking very helpful so it allows you to see how to make your work even better.

You are very proud of your school. Please help it by keeping up your hard work and outstanding behaviour.

Yours sincerely

Stephen Rowland  
Lead inspector

