

Lyndhurst Community Primary School

Hill Street, Dukinfield, Cheshire, SK16 4JS

Inspection dates 1–2 July 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils of all abilities do not make consistently good progress through the school nor always reach their potential.
- The work set for some pupils does not provide the most appropriate challenge to help them make their best possible progress.
- Pupils do not always take enough care to follow instructions and present their work to the highest standard.
- Pupils do not always receive clear enough guidance through feedback and marking to ensure they improve their own work effectively.
- Pupils do not have enough opportunities to improve their reading, writing and mathematical skills through other subjects.
- Some subject leaders have not yet had full impact on their areas of responsibility.

The school has the following strengths

- The headteacher provides clear and purposeful leadership and is now well supported by an effective senior leadership team and governing body. Consequently, despite significant staff changes, the quality of teaching and pupils' progress are improving.
- Children make good progress in the Early Years Foundation Stage and are well prepared for Year 1. This is a good improvement from the previous inspection.
- Pupils' early reading skills are well developed.
- Pupils' behaviour is good. Attendance is above average. Pupils feel safe and well cared for and their parents agree.
- Pupils' personal development, health and well-being are promoted strongly. They enjoy participating in a wide range of sporting and cultural activities. They take their many responsibilities such as health buddies and eco warriors very seriously.

Information about this inspection

- The inspectors observed 12 teaching sessions, including some observed jointly with the headteacher. The inspectors also made a number of shorter visits to classrooms, looked at a wide range of pupils' work, also with members of the senior leadership team present, and listened to pupils read.
- Discussions were held with groups of pupils, the Chair of the Governing Body and other members of the governing body, a representative of the local authority and members of staff, including senior leaders and other leaders with particular responsibilities.
- Inspectors took account of the 10 responses to Ofsted's online questionnaire (Parent View), the results from the school's own consultations with parents, and spoke with several parents. The responses from staff to the inspection questionnaires were also considered.
- Inspectors observed the school's work and looked at a range of documents, including information on pupils' current progress, the school's plans for improvement, the management of teachers' performance, the use of pupil-premium funding, and documentation and records relating to pupils' behaviour and safety.

Inspection team

Andrew Clark, Lead inspector

Additional Inspector

Doreen Davenport

Additional Inspector

Full report

Information about this school

- The school is broadly average-sized for a primary school.
- The proportion of disabled pupils and those who have special educational needs supported through school action is average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is above average.
- The proportion of pupils who receive support through the pupil premium funding is well-above average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority.
- The large majority of pupils are of White British heritage.
- A small number of pupils speak English as an additional language.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- The school runs a daily breakfast club.
- A significant number of staff took up their post after the last inspection, with several joining during the current academic year.

What does the school need to do to improve further?

- Improve teaching to speed up pupils' progress further by:
 - ensuring all work provides appropriate challenge to learners
 - ensuring pupils follow instruction well and take care in presenting all their work to a high standard
 - making full use of feedback and marking to ensure pupils make the best progress they can
 - providing more opportunities for pupils to develop their literacy and numeracy skills through other subjects.
- Further strengthen leadership and management by ensuring all subject leaders make a full and effective contribution to school improvement in their areas of responsibility.

Inspection judgements

The achievement of pupils

requires improvement

- Throughout the school, the large majority of pupils of all abilities now make at least expected progress in reading, writing and mathematics and increasingly better progress. There are many signs that although pupils' achievement is not yet good overall it is enhanced as a result of improvements in teaching and learning. However, continuing staff changes have limited the full impact of good leadership.
- In 2013 pupils reached below average standards in national tests for reading, writing and mathematics. They made better progress than in 2012, particularly in writing, although too few pupils made good progress. The current Year 6 pupils are working at normally expected levels overall and significantly more pupils are making good progress. This is a direct result of improved procedures to closely measure pupils' progress and steps taken to address underachievement. These are not yet fully established through school and consequently progress is still variable.
- Pupils are not always careful and accurate enough in their work. For example, they do not always follow instructions in their written and mathematical work precisely enough to achieve the highest standards they could. Sometimes they do not take enough care in presenting work well and writing neatly. This is not always addressed.
- Pupils who are known to be eligible for free school meals achieve attainment which is broadly similar to those seen nationally. In 2013 tests these pupils' attainment was approximately a term or two terms below that of other pupils in the school. However, well-planned use of the pupil premium funding, such as employing additional teachers, booster class groups and effective steps to improve attendance, is helping to close this gap and in some classes these pupils are working at standards similar to other pupils.
- Disabled pupils and those who have special educational needs are supported well so that they develop basic reading and writing skills. Their overall progress is similar to their peers because of the variations in the quality of teaching.
- The most able pupils also make similar progress to their peers. They increasingly reach above expected standards by the end of Year 6. There are not enough opportunities, however, for pupils to develop reading, writing and mathematical skills further in other subjects.
- Children make good progress in the Early Years Foundation Stage. They enter school with skills which are generally well below those typical for their age. They now build well on their communication and number skills throughout the day in a wide range of well-planned activities and enter Year 1 at broadly average standards.
- Pupils' achievement in reading is increasingly good overall. Pupils' knowledge of letters and sounds are well developed and this is reflected in the above-average Year 1 screening checks for these skills. By Year 6, pupils largely read with enjoyment and talk knowledgeably about a range of different authors and writing styles.

The quality of teaching

requires improvement

- Pupils do not always make the best progress they could because work does not challenge them enough. For example, sometimes pupils undertake work which they already understand before starting more difficult work. Occasionally pupils make more progress than anticipated or find the work more challenging than expected and appropriate adjustments are not made soon enough.
- Pupils are not always as careful and accurate in their work as they can be. The highest standards are not consistently insisted upon. For example, the quality of handwriting is too variable between pupils' work in different subjects. Pupils do not always read instructions with care before starting mathematical and writing tasks.
- The use of marking and feedback has improved since the previous inspection. However, sometimes the comments made are still not precise and useful enough to help pupils move

quickly on to the next steps in their learning.

- Children's curiosity and imagination are fired by imaginative activities to reinforce their reading, writing and number skills in the Early Years Foundation Stage. This is a good improvement since the previous inspection.
- Pupils' achievement is accurately and regularly checked. Teachers use this information well to set work for pupils of all abilities that builds progressively on their earlier learning in a range of subjects. This is a key improvement since the last inspection helping to drive up standards.
- All groups of pupils, especially the most able, deepen their knowledge and understanding and develop self-confidence by regularly taking roles such as 'leaders of learning' and as 'reading mentors' where they organise and support other pupils.
- Pupils' understanding of correct literary and mathematical terms is increasingly well developed. Pupils make good use of 'learning walls', word banks and other reference guides, including information and communication technology to reinforce their learning.
- Pupils also refine and develop their knowledge and understanding in response to skilful and persistent questioning. This is also a good improvement since the last inspection and reflects good quality training and leadership.
- Pupils' skills are often improved through regular homework, including the imaginative use of information and communication technology and after-school clubs.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Relationships between pupils and with adults are positive. Pupils are polite and considerate towards each other and they respond well to the care all adults show them. Pupils are usually strongly engaged in their learning except for occasions when they are not fully challenged.
- Pupils have many opportunities to take real responsibility and support others. For example, 'health buddies' contribute to helping pupils understand the importance of a healthy diet. School councillors and eco warriors help to establish school rules and keep the school a friendly and tidy community.
- Pupils play and work together well and the school creates many opportunities for them to learn to cooperate. The trim trails and many break-time activities contribute to the sense of harmony throughout school.
- Pupils are keen to come to school and are punctual and well prepared for the day's learning. Attendance has improved well and is now above average. The school uses pupil-premium funding well to improve attendance and reduce the proportion of pupils who are regularly absent.
- The school's work to keep pupils safe and secure is good. Pupils have a good understanding of how their behaviour affects others and know that they should be kind and considerate. They have a good knowledge of potential bullying situations including racial and homophobic concerns. They comment that little bullying takes place and any incidents are successfully managed by the staff. This is confirmed by the school's good record-keeping procedures, and parents agree.
- Pupils feel very safe and well looked after. Parents are confident that their children, especially those whose circumstances make them vulnerable, receive high levels of care. Pupils are taught how to stay safe, particularly when participating in sport or educational trips and visits. There have been few recent exclusions.

The leadership and management are good

- Some subject leaders, some of whom are new to the school, do not yet have sufficient knowledge of strengths and weaknesses in their areas of responsibility through the in-depth analysis of all available data. As a result they do not have maximum impact on school

improvement in their areas of responsibility.

- The headteacher, however, provides a clear vision and direction for school improvement. She is now supported by an effective and established senior leadership team and leadership is now more effectively delegated throughout the school. As a result the overall rate of school improvement is increasing.
- Senior leaders act as good role models for other staff through their own teaching and skills in improving the work of others. Consequently, the quality of teaching is improving rapidly and securely although it is not yet good because there have been staff changes. Staff morale is high and there is now a more settled team of teachers and other staff.
- The support of the local authority has improved well since the previous inspection. Their officers have contributed effectively to securing and training new leaders, further strengthening the governing body and ensuring procedures for school improvement are fully established.
- Procedures to measure and review the progress made by all groups of pupils are key factors in the drive for school development. These provide a precise framework for the governing body to hold leaders to account and ensure that the school's view of its own success is accurate.
- The school has developed effective procedures to ensure staff are held accountable for the progress their pupils make. Teachers have to meet stringent criteria in order to achieve the next salary level.
- The use of pupil-premium funding is precisely matched to the specific needs of the pupils who are eligible for this support. For example, the school has introduced specific projects to develop reading and writing and activities to build pupils' sense of well-being and assurance. The effectiveness of these projects is rigorously checked and analysed to ensure this funding is having maximum impact.
- The school ensures all pupils have the same opportunities to succeed and to participate fully in the life of the school. However, it is not yet effective enough in ensuring pupils consistently reach the highest standards. There is no evidence of discrimination in the school.
- Safeguarding procedures meet statutory requirements and are thorough because they are based on detailed and accurate record keeping and well-trained and vigilant staff.
- The school promotes pupils' spiritual, moral, social and cultural development well. It is a welcoming and caring school and is successfully working well to engage parents in school life. There are increasingly well-planned themes built around visits or visitors which form an exciting background to much of pupils' learning. However, pupils do not have enough opportunities to use their literacy and numeracy skills in different subjects.
- The school makes a good contribution to pupils' health and well-being. Effective use of the primary school sports funding is improving teachers' knowledge of how to teach physical education skills and to introduce new sporting experiences. Sports coaching for all pupils through lunchtime is a particularly good feature and pupils enjoy increasing success and participation in a range of team and inter-school activities.
- **The governance of the school:**
 - The governing body is led and managed well. It has been re-structured and developed well since the previous inspection particularly through the establishment of an interim strategic group. It is now well informed through its own regular monitoring procedures, rigorous scrutiny of data on achievement, and detailed reports from the headteacher, the local authority and other external consultants. As a result governors are fully informed about pupils' progress and the quality of teaching. Governors play a full role in making decisions as to whether teachers and staff should be rewarded with salary increases and reviewing targets for the headteacher.
 - Governors take full advantage of a wide range of training opportunities to improve their effectiveness. They manage the school's finances well by, for example, carefully scrutinising the use made of pupil premium funding and its impact on learning.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	106192
Local authority	Tameside
Inspection number	442331

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	221
Appropriate authority	The governing body
Chair	Neal Charlton
Headteacher	Jane Woolfenden
Date of previous school inspection	29 January 2013
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