

# Lydgate Infant School

Lydgate Lane, Sheffield, South Yorkshire S10 5FQ

## Inspection dates

12–13 December 2017

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is a good school

- The headteacher and deputy headteacher provide strong leadership for the school. They have high expectations and are ambitious. They have a clear vision for the school. The governing body and the staff share the vision.
- Leaders have ensured that the quality of teaching and learning is good. Teachers are dedicated and enthusiastic. As a result, the vast majority of groups of pupils, including those who are disadvantaged and those who have special educational needs (SEN) and/or disabilities, make good progress.
- Parents and staff are overwhelmingly positive about their school, leaders, staff and the progress the children are making.
- Phonics is taught effectively. This provides pupils with a good base on which to build their wider reading skills. Pupils read with enjoyment and confidence.
- Teachers' subject knowledge is strong and this enables them to deliver an interesting and motivating curriculum.
- The curriculum provides well for pupils' spiritual, moral, social and cultural development. Pupils behave well and show respect for each other and for their teachers.
- Pupils enjoy coming to school. This is evident from their good attendance, which is above the national average.
- The focus on mathematics is having a positive impact on pupils throughout the school. Pupils are confident and enjoy mathematics. Pupils have a deep understanding of mathematical concepts.
- Pupils' behaviour is good. Relationships between staff and pupils support effective learning. There is a strong sense of community throughout the school where everyone is encouraged to feel included.
- Some most-able pupils are not making as much progress as they could do. This is due to insufficient challenge by teachers and pupils' uncertainty about how they can improve their work.
- Middle leaders within the school do not yet play a substantial role in developing outcomes for pupils.
- Governors know the school well, but are not effectively challenging senior leaders, especially in checking the use of pupil premium funding and its impact on outcomes.
- Children get off to a good start in the Reception classes. Teachers promote a love of learning and help children to quickly gain in independence. They are well prepared for Year 1.

## **Full report**

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

- Improve the quality of teaching and learning and outcomes for pupils, by:
  - ensuring that the work set is sufficiently challenging to increase the progress of the most able pupils.
- Strengthen leadership and management, by:
  - increasing the role that middle leaders play in improving the quality of teaching and learning across the school and improving outcomes for pupils
  - further developing the skills of new governors to more effectively challenge senior leaders.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- Leaders and governors are ambitious for the school. All aspects of the school's work are underpinned by its core values of 'aiming high and having fun'. Leaders know the strengths of the school well and are successfully addressing issues they have identified. This includes outcomes for writing, which are improving.
- Leaders have established a positive ethos which permeates the school. Parents and carers are unanimous in their praise for the school. They use words like 'extraordinary', 'happy' and 'supportive' when describing the school. One parent said 'to be part of Lydgate Infants is to be part of a community'. All parents who responded to Ofsted's parent survey, or who were spoken to, felt that their children were happy and safe in school. Leaders have been successful in establishing a tangible community spirit through events such as family lunches and International Week.
- The broad and balanced curriculum is a strength of the school. It has been designed to embed the basic skills of literacy and numeracy across a wide variety of subjects and topics. The curriculum is planned with pupils. They have an input into their own learning by saying what they would like to learn about, which makes learning personalised for them.
- Leaders carefully plan opportunities for the children to develop skills for life such as healthy eating and food club. International Week is held every year, which develops pupils' understanding of diversity. The pupils' differences are effectively celebrated. This contributes well to their spiritual, moral, social and cultural development. There are well-planned experiences across the school for pupils to learn about fundamental British values, including weekly assemblies that reflect these.
- An extensive range of extra-curricular clubs is on offer to the pupils in all year groups. This includes mini golf, choir and Spanish. This enrichment allows pupils to develop a love of learning at a young age. Trips and visitors to school further enhance the school's curriculum. For example, the school took all 120 Reception pupils to sing in a concert at the Crucible in Sheffield.
- English is well led because the leader monitors the subject closely and is exceptionally knowledgeable about this area of responsibility. Other roles within the middle leadership team are beginning to develop. Middle leaders are supported well by the deputy headteacher. They are beginning to take ownership of the progress of pupils in their subject areas, although their leadership is not yet fully embedded.
- Leaders carefully plan the professional development of staff in order to match the school's priorities. This is monitored through regular meetings and support from senior leaders. As a result, the quality of teaching and learning has improved.
- Pupil premium funding is used effectively to ensure that the small number of disadvantaged pupils are given the support they need. For example, additional support has been provided to improve outcomes in phonics for disadvantaged pupils.
- The sports premium funding which the school receives is used in a variety of ways to engage pupils in a healthy and active lifestyle. Initiatives such as the 'young leaders' have given responsibility for pupils to develop sports at playtime and lunchtimes.

- Senior leaders hold the main responsibility for monitoring teaching and learning collectively, and to good effect. Leaders triangulate evidence from lesson observations, pupils' books and assessment information. Teachers are held to account for the outcomes of pupils in their class through regular pupil progress meetings. Currently, middle leaders are being trained in this process to ensure that there is a wider shared approach to monitoring teaching and learning.

### **Governance of the school**

- The governing body is ambitious for the school. Governors are involved in school improvement planning and make regular, focused visits to school to examine a specific area.
- Several new governors have recently joined the governing body, which has increased governors' range of skills. A recent restructure has ensured that governors now have a more focused role in monitoring the progress and attainment of pupils in individual subject areas. This has enabled them to begin to hold leaders more closely to account.
- Governors know what is happening in school, including how pupil premium funding is being used. However, they sometimes rely too heavily on the headteacher to evaluate the impact of actions to raise standards. They do not yet always provide sufficient challenge to school leaders to ensure that the funding for the small number of disadvantaged pupils is being used in the most effective way to support their needs.

### **Safeguarding**

- The arrangements for safeguarding are effective.
- School leaders have successfully developed a culture of safeguarding across the school. Regular training and updates ensure that staff are very clear about their roles and responsibilities should they have concern about a pupil.
- Safeguarding documentation shows that school leaders work closely with other professionals. This multi-professional approach ensures that vulnerable pupils' needs are clearly identified and effective action is taken to protect them.
- Parents spoken to during the inspection expressed the view that their children were safe and well cared for in school. Pupils also told the inspection team they felt safe and knew who to talk to if they encountered a problem.

### **Quality of teaching, learning and assessment**

**Good**

- Observations of learning, work in pupils' books and the school's performance information show that teaching is typically good. As a result, the large majority of pupils are making at least good progress over time.
- Teachers plan lessons that capture pupils' interests and motivate them to learn. In the majority of learning observed, pupils were engaged and sustained concentration throughout the task.
- Teachers use questioning effectively to target specific pupils. This is particularly effective in supporting lower-ability pupils to think more deeply and identify their own

errors.

- After a dip in writing results in 2016, leaders introduced a different approach to teaching this subject. Teachers now engage pupils through exciting and imaginative texts. Pupils also benefit from a clear focus on the teaching of key skills such as spelling and handwriting. Pupils have regular opportunities to write at length and across a range of subjects. Pupils use high-quality vocabulary in their writing. These measures have successfully improved standards in writing across the school.
- All teachers in a year group plan together to ensure that there is both consistency and equity across all four classes. Weekly meetings enable teachers and leaders to effectively monitor standards and ensure consistency across each year group.
- Teachers teach phonics well. Pupils are equipped with the necessary phonics skills by the end of Year 2 to be able to take on more challenging reading texts. Phonics teaching is clearly focused on appropriate year-group expectations and has resulted in a marked improvement in 2017 national test results.
- Inspectors listened to pupils read. They found no difference between the attitudes to reading of disadvantaged and non-disadvantaged pupils. Pupils read with confidence and enjoyment. Pupils successfully use their knowledge of phonics to decode unknown words.
- Pupils who have SEN and/or disabilities progress well in classes. Challenge is appropriate and extends their academic learning. Other needs such as social, emotional and mental health needs are well supported by focused targets identified in regular reviews.
- In lessons, teachers use interesting texts to stimulate pupils' interest. As a result, pupils remain engaged and motivated when learning. For example, Year 2 pupils were learning about the Wright brothers. They read challenging texts about them and then wrote their own text using challenging and interesting vocabulary.
- There has been a significant improvement in the teaching of mathematics. The pupils talk with confidence about how they 'practise skill, prove it, master it, deepen it'. This is seen in mathematics books and progress is clearly evident. Pupils enjoy mathematics. A group of children were using apparatus to complete complex subtractions said, 'I wish I could do maths all day.'
- Teaching assistants are deployed well within classrooms and are effective in supporting pupils who have SEN and/or disabilities. Teaching assistants use questioning well to encourage pupils to think for themselves and work with independence. This enables these pupils to make good progress. Strong relationships between adults and pupils motivate pupils to work even harder. Pupils work really well with each other: they take turns and enjoy working collaboratively.
- The Year 2 Friday club enables pupils to learn a range of different skills which support their future learning or develop an interest or a life skill. For example, pupils learned how to join paper in a variety of ways before being asked to build a toy plane. Another example is that children are given the opportunity to learn about healthy eating by cooking as a group.
- Pupils see the importance of homework and engage well with tasks set. Pupils are given opportunities to practise and consolidate homework skills in lessons. Ninety-two

per cent of parents said that homework was appropriate for the age of their child.

- Feedback from teachers does not consistently indicate how pupils can improve their work. At times, pupils are not given enough opportunity to correct their work. This means that some basic errors are not identified and some children do not, for example, get the opportunity to practise and correct number reversals in Years 1 and 2.
- Teachers know their pupils very well and the expectations for the year groups they teach. Teachers know the starting points of their pupils and mostly use this information when they plan lessons. This is very effective for middle- and lower-attaining pupils. However, it is less so for the most able pupils as some work for the most able lacks challenge.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's personal development and welfare strategy for pupils is good.
- Pupils enjoy learning. They are keen to find out new information. Almost all parents who responded to the survey said that their children are happy at school.
- Pupils know how to keep safe. They understand what bullying means and speak positively about what they learned during anti-bullying week. They are clear that incidents of bullying in school are rare and they are confident that an adult will deal with any concerns quickly.
- Leaders have created a safe and caring environment where pupils are helped to respect each other for their individual differences and get along together. Pupils build friendships well and show genuine concern for each other.
- The school's Little Steps provision is a safe haven for vulnerable pupils at lunchtime. This nurturing provision allows pupils to feel safe and supported. Pupils can confidently discuss how this provision supports them. This provision has been put in place due to the needs of the children, as leaders are very proactive in ensuring pupils' well-being is supported effectively.
- Despite their young age, pupils have many opportunities to make a contribution to school life and the wider community. For instance, they raise money for charities such as Children in Need. Pupils have the opportunity to take on a range of school-wide responsibilities, such as being on the school council, being a playground pal or being a library helper. Pupils take these roles seriously and are proud to undertake them.
- Pupils are confident. They are willing to speak up in class and are articulate in putting forward their point of view. They listen well for most of the time when a teacher or another pupil is speaking.
- Pupils are resilient, determined and persevere well. They get tasks finished in class.
- Parents and pupils speak positively about how the school encourages children to speak up if they are upset and say, 'Stop, I don't like that.'
- At times, a minority of pupils are not punctual to lessons.

### Behaviour

- The behaviour of pupils is good.
- During wet playtimes, pupils behave very well. They access the areas of provision in classes sensibly and with respect. They remain engaged with tasks throughout playtime. When outdoors, the pupils say that any incidents are dealt with effectively by adults and that they always have the playground pals to help if they need them.
- A very large majority of the parents who responded to the survey said that the school makes sure that its pupils are well behaved.
- Despite there being very few incidents of difficult behaviour in school, records are kept accurately. Staff say that pupils behave well and show respect for each other and other adults. This was clearly observed during the inspection in classrooms and around the school.
- Overall, the attendance of pupils is above that of others nationally. The attendance of those pupils who are disadvantaged or have additional needs has risen since the previous inspection and is close to the attendance of others in the school.
- Occasional, low-level disruption occurs at times when the planned tasks do not meet the needs of the pupils. Pupils lose focus and their attention wanes.

### **Outcomes for pupils**

**Good**

- Assessment information provided by the school and work in pupils' books indicate that the large majority of pupils, and especially the lower- and middle-ability pupils, are making rapid progress in reading, writing and mathematics. They have benefited from the rich curriculum, and good teaching that challenges them to do well.
- The very small number of disadvantaged pupils are now also making rapid progress as a result of carefully targeted support from adults in lessons. Pupils who have SEN and/or disabilities are also making rapid progress as a result of good teaching and effective, targeted support from additional adults.
- In the most recent unvalidated assessments at the end of Year 2 in 2017, pupils achieved standards that were above the national average in reading, writing and mathematics. However, attainment in mathematics for the most able pupils was slightly lower than for others nationally. Currently, progress in mathematics books is strong. Evidence in books shows that pupils in all years are being given more opportunities to work at a higher standard and practise the skills of mastery to deepen their knowledge, which has accelerated their progress.
- The proportion of pupils who achieved the expected standard in the phonics screening check continued to improve in 2017 to well above the proportion nationally; this increase is supported by the strong teaching of phonics within the school.
- In the 2017 unvalidated national tests, pupils' outcomes in writing improved. This increase in progress is also evident in writing books. Expectations for pupils are consistently high. However, occasionally books show inconsistency across different classes.
- The school holds staff to account for the progress of pupils through meetings. Teachers are aware of children's starting points and are challenged to ensure that good progress



is made.

- In 2015/2016, outcomes dipped. School leaders have worked hard to identify the causes of this dip and have now ensured that outcomes have improved and are continuing to improve.
- Pupils read widely and often. Staff choose a wide range of motivating texts which increase pupils' access to a wide range of genres. This has given all pupils the chance to access challenging and interesting texts that increase their understanding and improve their vocabulary.
- For a small number of most-able pupils, progress is not always as rapid as it could be. This is due to a lack of challenge in work set, which reduces the progress made by these pupils over time.

### Early years provision

**Good**

- The headteacher and deputy headteacher have a clear vision for moving the early years provision forward. This vision is shared by all early years staff.
- Leadership and management of the early years are good. The proportion of children achieving a good level of development by the time they leave Reception Year is slightly above the national average and on a rising trend. The majority of pupils enter the Reception Year meeting age-related expectations.
- Teaching and learning in the early years is good.
- Despite the very low numbers of disadvantaged pupils, leaders use additional funding well to provide resources and support for disadvantaged children. They have a good understanding of the impact this has on children's learning.
- Teaching and learning is good across all classes in the early years. Teachers plan tasks that are well matched to the needs of the children. This enables them to make strong progress. In 2016, the proportion of children achieving a good level of development was above the national average. In 2017, data shows the proportion increased further. As a result, children leave the early years well prepared for Year 1.
- Relationships between adults and children are good and, as a result, children are happy and behave well. They work and play happily together. They are proud of their work and are confident enough to show it to others. Children are kept safe and are well cared for.
- Safeguarding procedures are effective and welfare requirements are met fully.
- The outdoor area has developed significantly since the previous Ofsted inspection. It is used effectively to enrich children's learning, for example through a seaside learning event. However, the day-to-day continuous learning provision sometimes does not offer sufficiently challenging learning opportunities. This means that, sometimes, children do not experience the same quality of rich learning opportunities as in the classroom. Leaders already have plans in place to address this issue.



## School details

Unique reference number	106999
Local authority	Sheffield
Inspection number	10037736

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

Type of school	Infant
School category	Community
Age range of pupils	5 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	359
Appropriate authority	The governing body
Chair	Co-Chair Ms Katie Bryan Co-Chair Ms Carol Castle
Headteacher	Mr Dewi Bromage
Telephone number	0114 2662450
Website	<a href="http://www.lydgateinfant.co.uk">www.lydgateinfant.co.uk</a>
Email address	<a href="mailto:enquiries@lydgate-inf.sheffield.sch.uk">enquiries@lydgate-inf.sheffield.sch.uk</a>
Date of previous inspection	15–16 May 2013

## Information about this school

- The school is larger than the average-sized infant school.
- The proportion of disadvantaged pupils is below the national average. The level of social deprivation locally is low.
- Three out of 10 pupils are from minority ethnic groups; this is average. The proportion of pupils speaking English as an additional language is average.
- A very small number of pupils have support for SEN and/or disabilities. This is well below average.
- No pupil has a statement of special educational needs or an education, health and care plan.
- Most teaching staff and the headteacher were in post at the time of the last inspection. The deputy headteacher took up her role in January 2017.

- The school has four classes in each year group.
- The school meets requirements on the publication of specified information on its website.

## Information about this inspection

- Inspectors held meetings with the headteacher, deputy headteacher and other leaders, including the special educational needs coordinator; a group of pupils; and governors, including the co-chairs of the governing body. The lead inspector spoke to a representative from the local authority.
- Inspectors gathered a range of evidence to judge the quality of teaching, learning and assessment. Inspectors observed learning across the school. Some observations were carried out jointly with the headteacher and deputy headteacher.
- Together with leaders, inspectors looked in detail at a range of pupils' books and work in different subjects. Inspectors heard six pupils read and spoke with pupils throughout the inspection about their learning.
- The inspectors scrutinised a range of documentation including the school's checks on the suitability of adults to work with children and other documentation regarding safer recruitment of staff. Leaders made available the school's own self-evaluation document, termly raising attainment plans, subject action plans, minutes of governing body meetings, and documentation regarding child protection.

## Inspection team

Eve Morris, lead inspector	Ofsted Inspector
Marian Thomas	Her Majesty's Inspector
Lynne Selkirk	Ofsted Inspector

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