

Lum Head Primary School

Troutbeck Road, Gatley, Cheadle, Cheshire SK8 4RR

Inspection dates

6–7 February 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The headteacher and leaders are relentless in pursuit of the best possible standard of education for their pupils. They have put in place clear plans for success and have high aspirations for pupils in all areas of school life; consequently, Lum Head Primary School is thriving.
- Governors are impressive in all aspects of their work. They provide a high level of challenge and support for school leaders. Governors have a firm grasp of how effectively the pupil premium funding is spent.
- Pupils behave exceptionally well. They are welcoming and respectful and have very good relationships with each other and staff.
- Parents and carers are very positive in their views of the school. They are confident that their children are safe, happy and well cared for.
- Staff promote pupils' spiritual, moral, social and cultural development well through the wide and varied range of curriculum experiences, both in and out of the school.
- Teaching is usually good with aspects of excellence. Teachers and support staff appreciate the high-quality training opportunities to help develop their skills.
- The teaching of phonics is highly effective.
- Overall, achievement is improving, and attainment is high at the end of key stages 1 and 2. The teaching of reading has improved because of strategies that leaders have introduced. However, changes are not embedded. The lack of opportunity to read at depth results in some pupils, particularly the most able, not making the progress they are capable of in reading.
- Children get off to a flying start in the early years. They settle into school quickly, are happy and enjoy their learning. Progress is good.
- Pupils with special educational needs and/or disabilities (SEND) and disadvantaged pupils are well supported and make good progress.
- The curriculum is increasingly well thought out. However, leaders' work to deepen pupils' skills, knowledge and understanding in subjects other than English and mathematics is not fully embedded.
- Safeguarding arrangements are highly effective. Leaders and staff know pupils well and are highly responsive to their needs.

Full report

What does the school need to do to improve further?

- Continue to adjust the curriculum to give more focus on learning at a greater depth in subjects other than English and mathematics.
- Embed existing strategies to ensure that pupils, particularly the most able, have enough opportunities to read at a greater depth and make the progress they are capable of in reading.

Inspection judgements

Effectiveness of leadership and management

Good

- Leaders, staff and governors are highly ambitious for all pupils to have the best possible experiences in school. They are determined to ensure that pupils' standards are high following a period of decline highlighted at the time of the previous inspection.
- Since the arrival of the headteacher and deputy headteacher, the pace of improvement has increased significantly. The impact of their work is evident and recognised by the pupils themselves. One comment included, 'Our school is much better, we do a lot of more exciting and interesting things.'
- Morale across the school is high; staff are confident and work very effectively as a team. The headteacher checks on the quality of teaching and encourages and supports staff to continually reflect and improve their practice. Professional development is well thought through and links closely to school priorities. A number of teachers and teaching assistants commented on how they are trusted to develop and implement their ideas. As a result, teaching is improving and is much stronger than at the time of the previous inspection. Teachers and teaching assistants have strong subject knowledge and are becoming increasingly more innovative in the ways they support pupils.
- Self-evaluation is precise and the school's plans for improvement are accurate. Leaders are quick to tackle occasional dips in performance and provide support where needed. As an example, leaders have invested heavily in making sure that each classroom has reading books to encourage pupils to read often and widely. Pupils are keen to demonstrate their enjoyment of reading by showing off their reading records. However, the full impact of strategies to improve pupils' outcomes in reading, particularly in deepening their skills as readers, have not yet been fully realised.
- Subject leaders are developing their roles and are knowledgeable and enjoy their work. They know the school's priorities and how their work contributes to these. Changes are in place to improve the breadth of the curriculum and maintain a balance of subjects other than English and mathematics. However, the impact of their work across subjects is not fully established to provide opportunities for pupils to deepen their skills in subjects other than English and mathematics.
- The curriculum is balanced and covers all subjects. Leaders are effective in making adjustments when needed. As an example, in Year 6, a focus on capturing boys' interest has been pivotal in engaging a large number of boys in their learning. Pupils' experiences are enhanced by the many trips and the wide range of extra curriculum activities available to them.
- Leaders use the government's additional funding for sport effectively. The school's records show that all pupils engage in a range of sporting activities. Leaders have improved the quality of physical education teaching through appropriate and regular training.
- An impressive proportion of pupils make use of the school's breakfast club and the wide range of after-school clubs, such as reading, computing, languages, running, netball and football. The school competes in growing numbers of sporting events.
- Leaders ensure that pupils with SEND are well cared for. The school has worked

effectively with parents of SEND pupils, so they are confident that their children's needs are met. This area of the school's work is well led. The funding for these pupils is spent effectively. As a result, SEND pupils make good progress.

- Lum Head Primary School is highly inclusive and there is strong family and external agency liaison. Vulnerable pupils receive the necessary support they need in class and staff are trained to provide specific support, such as group discussions to support the learning of individual pupils. Pupils are provided with appropriate and helpful resources to aid their learning.
- The provision for disadvantaged pupils is effective. These pupils receive effective pastoral and academic support so that they learn successfully and achieve well. As a result, this group of pupils make increasingly good progress.
- Pupils' spiritual, moral, social and cultural development is a strength of the school. Carefully planned experiences are threaded through all aspects of school life. Weekly assemblies, special celebration weeks and the many opportunities pupils have to experience, discuss and debate other cultures mean that pupils have an increasing understanding of the world around them.
- Parents who responded to Ofsted's online survey, Parent View, were resoundingly positive in their praise for the school. They appreciate the efforts of leaders and staff and feel that the school does its best for their children. Parents say that their children are safe, happy and flourishing.
- The local authority has an accurate understanding of the school's effectiveness. It offers tailored support and accurate challenge to leaders, helping the school to improve and ensuring that outcomes have improved to good.

Governance of the school

- Governance has improved considerably since the time of the last inspection. They are very experienced and care passionately about the school and its journey of improvement. They have a precise understanding of the school's strengths and weaknesses and have the requisite skills, abilities and commitment to move the school forward. Governors have a firm grip on the use of pupil premium funding and ensure that the school's finances are used effectively. They pay close attention to the school's improvement and reflect on ways in which the school can develop.
- Governors challenge school leaders rigorously. They use well-informed questioning to highlight where further improvement is needed. They know what information to ask for and have a good knowledge of the quality of teaching, learning and assessment and the impact on pupils' learning.
- Governors have ensured that safeguarding policies and procedures are fully in place and that safeguarding is effective.

Safeguarding

- The arrangements for safeguarding are effective.
- Staff training in safeguarding is current and frequent. This ensures that all staff are well informed and share the collective responsibility for keeping pupils safe.

- Parents, and in some cases the wider community and agencies, trust leaders and staff to help with any concerns they may have regarding the welfare of pupils.
- Any concerns staff may have are acted on quickly. Leaders act to help pupils and their families receive the best support they can. The school goes above and beyond to support the most vulnerable pupils.
- Parents feel that their children are safe in school. Pupils say that they feel safe. They appreciate the way staff look out for them and say that the adults in school are kind and caring.
- Pupils have lots of opportunities to learn how to stay safe online. This is done through regular class discussions, assemblies and the rest of the curriculum. As a result, pupils are clear about how to avoid risks.
- Leaders ensure that the school's recruitment processes are fit for purpose. All the appropriate checks on adults working in school are carried out and recorded effectively.

Quality of teaching, learning and assessment

Good

- Training has been successful in improving teachers' strong subject knowledge. Effective teaching inspires pupils and they are interested, engaged and enjoy their learning. As a result, pupils make good progress.
- Teachers encourage pupils to reflect on their learning in writing and to look at how they can extend their skills and knowledge. Pupils in Year 5 were impressively able to explain how they are becoming more skilled in creating, sequencing and building sentences as they learned how to put together biographies. In addition, pupils in Year 6 became increasingly skilled at creating fluency in their writing as they considered chronology in their English lesson. Teachers provide many opportunities for pupils to solve problems and explain their reasoning, both verbally and in their written work.
- Teaching of mathematics is effective. Teachers provide pupils with a range of resources which help support their mathematical understanding. Teachers plan activities carefully so that pupils build a secure understanding of mathematical concepts. Leaders' effective work in mathematics over the last two years has resulted in pupils making good progress. Teachers use highly refined techniques to develop pupils' reasoning and place value skills to support their learning.
- In English and mathematics, teachers provide most pupils with work that challenges them. Sometimes, in other subjects across the wider curriculum, work does not challenge all pupils, particularly the most able, well enough, limiting their depth of knowledge and the progress they make in some subjects. Despite this, there is evidence of effective teaching in science, religious education and PE.
- The school has put in place effective strategies to improve the teaching of reading. The teaching of phonics has improved considerably and teachers encourage pupils to develop their enjoyment and ability to read fluently for pleasure as well as to research for information. They apply their reading and writing skills in their learning across the curriculum. However, there are still not enough opportunities for some pupils to read at greater depth.

- Staff work hard to make sure they know pupils well and use this knowledge to skilfully plan pupils' learning and tailor support. Additional adults work closely with teachers and leaders to ensure that the support they provide is closely focused on improving pupils' learning. To support this work, the school works highly effectively with families and support agencies so that problems are picked up and addressed quickly. As a result, pupils with SEND and disadvantaged pupils typically make the same strong progress as their classmates.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- This is a thriving school with genuine warmth and a strong sense of teamwork between pupils and staff. Relationships are strong and there is a shared purpose across all areas of the school.
- Pupils are polite, courteous and well mannered. There is deep mutual respect between adults and pupils, and pupils and their peers. Pupils say that they feel safe, as do all staff and parents who responded to Ofsted's staff survey and to Parent View.
- Pupils relish the opportunities to take on responsibilities such as school council, restorative ambassadors, breaktime and lunchtime tuck shop hosts and the many other activities that develop pupils' confidence and leadership skills. Pupils understand that these roles enable them to be helpful towards each other. The school is harmonious and highly inclusive.
- Pupils are kind and caring towards each other. They accept each other's differences and make everyone feel accepted and welcomed into the school. This was exemplified by the many pupils who said 'Hello', 'Good morning' and 'Would you like me to show you around our school?' and the great interest they show to visitors to the school.
- Teachers encourage pupils to collaborate at all times. This is a strength of many pupils and reflects the supportive atmosphere across the whole school.
- Pupils are fully aware of the potential dangers while using the internet. They are taught online safety and understand how to stay safe.
- The school skilfully celebrates and nurtures each pupil's individuality. Parents agree. Comments from parents typically included 'My child has a growing sense of confidence and belief' and 'There is genuine care from all the staff.'
- The school invests heavily in developing pupils' interests, which they can take with them into adulthood. Pupils relish learning bushcraft in the 'forest school' and representing the school in sports tournaments. Transition arrangements into secondary education are exemplary.
- The school instils pupils with a thirst for knowledge. Pupils are keen to share their learning with each other, their teachers and visitors. The classroom walls and corridors are filled with pupils' work. Pupils bristle with pride when showing visitors their books.
- Pupils understand what bullying is and are proud to say that bullying is very rare in their school. They are confident that adults will quickly deal with any bullying that does occur.

Behaviour

- The behaviour of pupils is outstanding.
- Strong values of mutual respect are evident throughout the school. Adults successfully convey high expectations that pupils adopt in all that they do.
- Pupils are exceptionally well behaved in and outside of lessons. They take responsibility to self-regulate, are highly motivated and keen to learn. They are extremely engaged in their learning and work well with each other, and independently, when required.
- Pupils at Lum Head Primary School wear their uniform with pride, listen carefully to their teachers and are quick to lend a hand. Pupils work and play happily together. The school is calm and orderly, in lessons, on the corridors and in the dining room.
- Pupils play sociably with each other in the playground, and relationships are positive. The playground is spacious and has a range of interesting activities and resources available, such as climbing frames and spaces to play games. Pupils make the most of their breaktimes and enjoy the facilities available to them. Pupils and staff particularly enjoy the music which is played each day in the playground!
- Pupils and staff are in no doubt about the high standards of behaviour that leaders expect and are quick to acknowledge good and excellent behaviour.
- Pupils are happy, delightful individuals and their manners are exemplary. They are kind to each other and politely greet adults with a 'good morning' while holding open doors.
- Attendance is above average, exclusions are very rare and no groups of pupils are disadvantaged through their absence. Leaders are continually and successfully working with parents to further improve attendance.

Outcomes for pupils

Good

- Since the last inspection, improvements in teaching have resulted in pupils making better progress throughout the school. Outcomes have improved in all key stages and are now good.
- In the early years, pupils quickly get to grips with the skills needed to read because of the high-quality teaching of phonics. This high-quality teaching provides pupils with the strategies they need to sound out letters, sounds and words successfully. In 2018, above-average proportions of Year 1 pupils met the expected standard in the phonics screening check.
- Pupils achieve well as they move through key stage 1, building on their good start in Reception. Results of assessment in 2018 and the school's own current assessment information show that the proportions of pupils achieving the expected standards and greater depth in reading, writing and mathematics in key stage 1 are good.
- End of key stage 2 test results in 2018 show that the proportion of pupils achieving the expected standards in reading, writing and mathematics was above average. However, overall, pupils made broadly average progress in all three subjects, with pupils making slightly less progress in reading.
- Evidence in pupils' books and leaders' assessment records identify that current pupils

make good progress across most subjects, including mathematics and English. They are successfully acquiring the knowledge, skills and understanding, particularly in writing and mathematics, to prepare them for the next stage in their education.

- Current disadvantaged pupils are making good progress similar to their peers in the school. The needs of these pupils are identified and they receive effective support. Work in the books of current disadvantaged pupils shows that there are no significant differences between the standard of their work and that of others.
- Pupils with SEND receive carefully tailored support that is well matched to their individual needs. As a result, most pupils with SEND make good progress towards achieving their personal targets, with some exceeding them.
- Most-able pupils mostly achieve well. The school's current assessment information shows that the proportion achieving the higher standards in writing and mathematics are above those seen nationally. However, in reading their attainment of the higher standard is below average.
- Recent work to improve pupils' reading and writing progress is showing signs of success. Pupils thoroughly enjoy reading and writing and teachers provide pupils with many purposeful opportunities to write. The development of the new library area and focused reading resources in all classrooms is successfully contributing to pupils' evident enjoyment of reading.
- Pupils use their well-developed English and mathematical skills in other subjects. Work in pupils' books shows some evidence of creative links between subject areas. However, in some subjects, such as geography, history and art, pupils' progress is more variable because pupils' learning has not been planned or assessed precisely enough.
- The growing proportion of pupils who speak English as an additional language make good progress in their language acquisition when they arrive at the school. Within a short space of time, these pupils acquire the essential language skills needed to fully take part in lessons.

Early years provision

Good

- The early years provision is good. It is a well-organised, enjoyable place for children to play and learn in. Children look forward to arriving each morning and respond well to purposeful learning environments. Children are happy and settle well.
- Leadership of the early years is strong. The early years leader and her staff know pupils well and have high expectations for all. She has built a skilled and effective team who give children a good start to their education.
- The quality of teaching, learning and assessment in the early years is good. Adults provide a range of interesting activities both inside classrooms and in the well-planned outdoor area; children enjoy their learning environment.
- Children behave exceptionally well in the early years; they respond well to positive role models and develop good social and communication skills. Children's personal development is very strong. Safeguarding is effective, and children are safe and happy.
- Adults teach phonics well and instil an enjoyment of reading in the children. Role-play

areas are interesting and exciting places for children to develop their imagination and creative skills.

- Staff have developed strong relationships with parents. There are many opportunities for them to come into school to discuss their children's progress.
- Children's record books celebrate their learning. These, together with children's writing books, show the good progress children make from their starting points in each area of learning. By the time children leave Reception, they are well prepared for Year 1.

School details

Unique reference number	106093
Local authority	Stockport
Inspection number	10057921

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

Type of school	Primary
School category	Maintained
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	271
Appropriate authority	The governing body
Chair	Mrs Una Devlin and Mrs Louise Skelhorn
Headteacher	Mrs Gill Holmes
Telephone number	0161 428 7992
Website	www.lumhead.stockport.sch.uk
Email address	headteacher@lumhead.stockport.sch.uk
Date of previous inspection	5–6 October 2016

Information about this school

- Lum Head Primary School changed its leadership arrangements at the time of the previous inspection. The school has a new headteacher, leadership team and new members of the governing body.
- The school is an average-sized primary school. The proportion of pupils who speak English as an additional language is above the national figure.
- The proportion of pupils known to be disadvantaged is below the national average.
- The proportion of pupils with SEND is below average.
- The school runs a breakfast club.

Information about this inspection

- Inspectors observed teaching and learning in each class and carried out a joint lesson observation with the deputy headteacher.
- Inspectors looked at a wide range of pupils' books.
- Inspectors held meetings with the headteacher, middle leaders, subject leaders, the leader for SEND, a group of staff and two governors (including the joint chairs of the governing body).
- Inspectors spoke to pupils informally in class and around the school at break and lunchtimes to seek their views about the school.
- Inspectors met formally with a group of pupils to discuss many aspects of school life.
- Inspectors heard a range of pupils read from across different year groups.
- Inspectors scrutinised the school's website and a range of school documents, including assessment information, attendance and behaviour records and the school's own evaluation and safeguarding records.
- Inspectors considered the 117 responses to the online Parent View questionnaire, including free-text comments. They also spoke to some parents before school.
- Inspectors took account of the 23 questionnaires completed by members of staff.

Inspection team

Gary Kelly, lead inspector	Ofsted Inspector
Suzanne Blay	Ofsted Inspector
Moira Atkins	Ofsted Inspector

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