

# Lambton Primary School

Caradoc Close, Lambton Village, Washington, Tyne and Wear NE38 0PL

## Inspection dates

2 to 3 April 2019

<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>Outstanding</b>
Overall effectiveness at previous inspection	Outstanding

## Summary of key findings for parents and pupils

### This is a good school

- The headteacher leads the school with a determination to continuously drive school improvement. She is ably supported by the senior leadership team.
- Governors bring a wide range of skills and experience to their roles. They are committed to the school and to their own development.
- Leaders have ensured that pupils enjoy a wide range of curriculum subjects as well as extra-curricular activities. However, pupils have limited opportunities to develop specific skills in subjects other than English or mathematics.
- In 2018, pupils' progress and attainment at the end of key stage 2 in mathematics was not as strong as it was in reading and writing. Actions taken by leaders to correct this by developing basic skills have resulted in current pupils making good progress in mathematics. Pupils have limited opportunities to apply those mathematical skills across the curriculum.
- Leaders, including governors, have ensured that the pupil premium funding is supporting disadvantaged pupils. This is proving to be successful, particularly for current pupils who are making good progress in mathematics.
- Teachers ensure that pupils develop secure basic skills in writing. This is improving the accuracy and fluency of their writing. However, pupils are provided with fewer opportunities to write at length in subjects other than English.
- Leaders have ensured that the quality of teaching is good. Staff welcome the effective professional development that they access.
- Overall, pupils behave well because adults set high expectations for their conduct. Pupils are courteous, with positive attitudes to learning.
- Children in early years make a strong start to their education because of an inspiring curriculum and highly effective teaching. This prepares them well for Year 1.
- Pupils' spiritual, moral, social and cultural development is excellent. They have a mature awareness of the fundamental British values.
- Pupils with special educational needs and/or disabilities (SEND) are currently making good progress in reading, writing and mathematics. Parents of pupils with SEND are appreciative of the high-quality support they receive.

## Full report

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

- Improve the quality of leadership and management by ensuring that:
  - the curriculum is planned to ensure that pupils have opportunities to consolidate and apply their English and mathematics skills across a wide range of curriculum subjects
  - there is a clear progression of knowledge and skills in subjects other than English and mathematics, so that pupils gain a depth of understanding to move them on from what they already know and understand.
- Improve the quality of teaching and learning by:
  - ensuring that teaching and learning builds progressively on what children know and can do, particularly in subjects other than mathematics and English
  - increasing the opportunities for pupils to develop their subject-specific skills across the curriculum.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- The headteacher leads this welcoming and inclusive school with a passion and a determined commitment to continuous improvement for all staff and pupils. She is supported by a capable team of senior and middle leaders that shares her determination to provide pupils with the best education possible.
- Senior leaders ensure that subject leaders access relevant professional training to support their leadership development. Leaders of English and mathematics attend the local authority moderation meetings to ensure accuracy and validation of their detailed assessments. Evaluations of these assessments are used to identify pupils who require additional support.
- Senior leaders have high expectations for teaching and learning. They ensure that the staff access high-quality professional development to support them. Leaders provide timely support, where necessary, to ensure that the quality of teaching and learning is at least good.
- Leaders ensure that coverage of the national curriculum is broad and balanced. A wide range of educational visits and experiences enhance this curriculum offer. Teachers ensure that delivery of the curriculum is creative and interesting. However, there are limited opportunities for pupils to consolidate and apply their English and mathematics learning across the wider curriculum subjects. Lessons in curriculum subjects other than mathematics and English do not build pupils' knowledge and skills progressively. Therefore, pupils are not developing their subject-specific understanding sequentially.
- Leaders place a strong emphasis on promoting pupils' spiritual, moral, social and cultural development and the fundamental British values. For example, pupils study different world faiths, cultures and democracy thoroughly. There are opportunities for pupils to develop their entrepreneurial skills by participating in an enterprise project. This enriching aspect to the curriculum is helping pupils to reflect and broaden their awareness of the wider world.
- Leaders have ensured that the physical education (PE) and sports funding is used effectively. Pupils participate in a wide range of sports and physical activities, including martial arts and cycling. Staff have developed their skills in teaching PE and sports so that the improved provision is sustainable.
- Leaders, including governors, took decisive action to tackle the weaknesses in the progress of disadvantaged pupils at the end of key stage 2 in reading and mathematics in 2018. Leaders have targeted the pupil premium funding effectively to diminish the differences between disadvantaged pupils' outcomes and other pupils nationally, particularly in mathematics. Work in pupils' books shows that the progress of both current disadvantaged pupils and other pupils is good in reading, writing and mathematics.
- The special educational needs coordinator has a wide range of knowledge and experience to support her in her role. Parents of pupils with SEND, who gave their views during the inspection, spoke highly of the support their children receive. In 2018, pupils with SEND made good progress across key stage 2, particularly in reading and

writing. Current pupils with SEND are making strong progress in reading, writing and mathematics across the school.

## **Governance of the school**

- Governors bring a wide range of skills and experience to their roles. Governors are committed to developing their own skills further and have attended relevant training, including courses relating to safeguarding. The designated safeguarding governor uses the information gained from training by carrying out thorough and relevant checks with leaders in school.
- Governors used the findings of a recent skills audit to reorganise their areas of interest. This resulted in new and experienced governors taking on responsibilities that matched their skills and experiences, while other, more experienced, governors confidently took on new areas of responsibility.
- Governors are committed to their roles and carry out their duties diligently. Governors' meeting minutes show that governors ask challenging questions. They ensure that they are provided with accurate information so that they make informed choices and hold leaders to account.

## **Safeguarding**

- The arrangements for safeguarding are effective.
- Relevant checks are made on staff, volunteers and governors to verify their suitability to work with children. The system to record these checks is managed effectively. Leaders and governors review the effectiveness of this system and related record-keeping regularly.
- There is a strong culture of safeguarding practices embedded across the school. Staff and governors attend regular training. This ensures that they are up to date with knowing how to keep pupils safe. The designated safeguarding leaders are highly trained, and they liaise positively with professionals from external agencies. This is helping to safeguard pupils who are at risk of harm, and to support vulnerable pupils and their families.

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

**Good**

- Teachers and teaching assistants are skilled and have secure subject knowledge. They work together effectively, within lessons and across the parallel classes, in each year group. This ensures that there is a consistent approach to the quality of teaching and learning for pupils across the school.
- Staff are keen to constantly develop their teaching skills. They have welcomed the guidance that they have received during high-quality professional support and development. Skilled senior leaders have successfully provided directed support to ensure consistency in the quality of teaching when necessary. As a result, the quality of teaching and learning across the school is good.
- Following disappointing outcomes at the end of key stage 2 in 2018, leaders have

changed the approach to the teaching of mathematics this academic year. Teachers make sure that pupils have ample opportunities to learn and practise their basic mathematical skills and calculation methods. Specific arithmetic sessions are in place daily to enable pupils to recall facts rapidly and practise applying a chosen method to a mathematical problem or question. Work in mathematics books indicates that pupils are further developing their ability to apply the basic skills they learn to calculate and solve problems. However, the opportunities for pupils to apply these basic skills in subjects other than mathematics are limited.

- The whole-school approach to reading has a high profile across the school. Pupils who read to the inspector demonstrated a range of skills and a good understanding of what they read. Pupils talked enthusiastically about the ways in which the school encourages them to read. For example, pupils pointed out a display in school with photographs of pupils reading books in unusual places. The pupils explained how challenges, like this one, raise the profile of, and interest in, reading. High-quality books, which are age appropriate and of a wide variety, are available to read in school and to take home.
- Teachers use a wide range of strategies to support pupils to develop their basic writing skills. Work in books shows that this has improved the quality and accuracy of writing, particularly for pupils in key stage 1. As pupils move into key stage 2, the opportunities for pupils to develop their writing are based around more sophisticated genres and exciting themes. However, pupils have fewer opportunities to write at length in subjects other than English.
- Work in pupils' books, in wider curriculum subjects, shows that pupils access a wide range of curriculum content. However, the curriculum coverage is not designed to enable pupils to build on what they already know or can do, as effectively as they can in mathematics and English.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding
- Pupils are proud of their school, wear their school uniform with pride and demonstrate confidence in their attitudes to learning. They take on responsibilities willingly, for example their roles as school councillors and classroom monitors are appreciated and beneficial.
- There is a high focus on supporting pupils to have positive well-being and strong mental health. Staff have created special places around school for pupils to use when they are worried or to participate in nurturing activities. Pupils speak highly of the success of these aspects of the curriculum. They comment that 'they are there for everyone if you have a personal worry or feel you need to talk to someone'. Pupils say that they trust adults to listen to their concerns and that adults will support pupils to try to find their own solutions to the issues.
- Pupils have a good understanding of how to keep themselves safe. They have a strong awareness of what constitutes bullying and say that, if it happened, staff would deal with the issue immediately. The curriculum includes lessons to teach pupils how to

keep themselves safe, including when they are online.

- Pupils understand the importance of having a healthy mind as well as a healthy body because of the 'mental health champions' work' in school. Pupils who attend the breakfast club say that they enjoy the calm environment and healthy food choices.
- Pupils talked enthusiastically about opportunities to develop their independent skills. For example, pupils were proud of their achievements when they completed a long bike ride. They also spoke with pride about the organisational skills they learned on a residential visit.

## Behaviour

- The behaviour of pupils is good. Pupils are confident, polite and are kind to others. Pupils are welcoming to visitors, holding open doors and demonstrating good manners.
- Teachers set high expectations for pupils' conduct in lessons and around school. Pupils generally rise to these expectations, understanding the importance of positive attitudes towards their learning and well-being. Pupils say that, on occasion, some 'play fighting' can turn into people getting hurt. They know that teachers are aware of this and it is dealt with quickly.
- Pupils work cooperatively in lessons and they are supportive of each other. This contributes to the good progress that they make in their learning.
- Pupils' attendance has been broadly in line with national averages over time. The proportion of pupils who are regularly absent from school is lower than the national average. Leaders have a zero-tolerance attitude to inappropriate behaviour and take decisive action where necessary. This has resulted in a small proportion of pupils receiving fixed-term exclusions this academic year. However, there is no pattern of reasons for exclusions over time.

## Outcomes for pupils

### Good

- Leaders were disappointed last year when key stage 2 pupils' attainment and progress measures in mathematics declined and were below the national average. Leaders took swift action to correct this issue. This academic year, they have placed a high priority on improving the quality of teaching, learning and assessment in mathematics. The school's own assessment systems, and work in pupils' books, indicate that this is having a successful impact of the progress of pupils currently in the school.
- In 2018, by the end of key stage 2, the progress made by disadvantaged pupils was below average in reading and well below average in mathematics. Work in books of the disadvantaged pupils who are currently in school shows that they are making good progress. Differences in progress measures between disadvantaged and non-disadvantaged pupils are diminishing rapidly.
- Leaders have effective systems in place to check pupils' progress and attainment regularly. They have an accurate view of where pupils' progress is strong and where any additional support may be required. This is leading to improving outcomes in all year groups. For example, leaders identified boys' writing as an area for improvement in the autumn term. Work in books this term shows that this weakness is successfully

being eradicated because of a sharp focus on this area.

- By the end of key stage 1, the proportion of boys attaining the expected standard in reading, writing and mathematics at the end of Year 2 was lower than boys nationally. The proportion of pupils attaining the higher standard in mathematics was lower than the national average, and lower than in reading and writing. Leaders have successfully tackled this as part of the whole-school focus on improving teaching and learning in mathematics. Current Year 2 pupils, including those who are most able, are making strong progress in mathematics.
- Although the proportion of pupils attaining the required standard in the Year 1 national phonics screening check is variable over time, progress from individual starting points is good. By the time pupils leave Year 2, almost all achieve the required standard in the national phonics screening check. Pupils with SEND make strong progress in their phonics development from their starting points.
- In 2018, pupils with SEND made stronger progress in reading and writing across key stage 2 than they did in mathematics. The whole-school approach to the way that mathematics is taught this year has included the use of resources and activities for pupils with SEND which are matched appropriately to their needs. Additional adult support is targeted carefully. Current pupils with SEND are confident in their learning and are making good progress across the school.

### Early years provision

### Outstanding

- Leadership in the early years is outstanding. The leader for early years is resolute in her focus to provide the best possible start for the children in her care. She has built a strong team of early years staff and, together, they have created a high-quality learning environment where children grow and prosper. Consequently, the quality of provision for children is of an extremely high standard.
- Children enter the Nursery class with varying attainment year-on-year. Generally, approximately half of the children have knowledge and skills that are below those typical for their age, particularly in self-confidence, speaking and listening. Children make strong progress across the Nursery and Reception classes in all areas of learning.
- Historically, by the end of Reception, the proportion of children attaining a good level of development is at least in line with the national averages. However, progress measures have been improving over time. Children in the current Reception class are making strong progress, with a high proportion of children working within the standard expected for their age. More than a quarter of the current Reception class are already working beyond the early learning goals. This high achievement, together with the strong social skills that all pupils develop, means that children are well prepared to enter Year 1.
- Children settle well in the Nursery class because of warm, trusting relationships and well-established routines. Children behave exceptionally well. The vibrant learning environment and high-quality resources engage and entice the children to develop their independence. Careful planning and assessment ensure that the staff expectations and activities provided within the Reception class further build on what the children already know and can do.



- Children demonstrate high levels of curiosity. Adults maximise opportunities, both indoors and outdoors, to enable children to investigate and explore their learning environment. For example, a group of children in Reception were highly engaged in catching rain drops that rolled off the slanted roof of the outdoor sandpit. Careful questioning by the teaching assistant resulted in children discovering for themselves the best containers to use, and places to stand, to collect the water.
- The quality of teaching across both Nursery and Reception classes is exceptional. Teachers skilfully plan a range of exciting activities, which are responsive to children's needs and challenge children to extend their learning. Incisive questioning extends children's thinking and further develops their learning experiences. This contributes to the strong progress that children make in each early learning goal.
- Leaders use the additional funding appropriately to ensure that pupils who are disadvantaged are supported effectively. The progress made by this group of pupils is strong from their individual starting points.
- The partnership between the early years and home is strong. Parents are involved in their children's learning through a wide range of opportunities. They appreciate that the strong culture of safeguarding that exists across the school, also applies within the early years. In addition to this, all early years welfare requirements are met.



## School details

Unique reference number	108817
Local authority	Sunderland
Inspection number	10087654

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	249
Appropriate authority	The governing body
Chair	Linda Williams
Headteacher	Amanda Defty
Telephone number	0191 481 3993
Website	<a href="http://www.lambtonprimary.co.uk">www.lambtonprimary.co.uk</a>
Email address	<a href="mailto:lambton.primary@schools.sunderland.gov.uk">lambton.primary@schools.sunderland.gov.uk</a>
Date of previous inspection	11 July 2017

## Information about this school

- The school is smaller than the average-sized primary school.
- The proportion of pupils eligible for pupil premium funding is smaller than the national average.
- The vast majority of pupils are of White British heritage.
- The proportion of pupils with SEND is above the national average for pupils with SEND support. The proportion of pupils who have an education, health and care plan is below the national average.
- The school has a Nursery providing places of 30 hours.
- The school offers a breakfast club before school and a range of clubs and activities after school.

## Information about this inspection

- This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.
- The inspectors observed teaching and learning in all classes in a range of lessons. In most of these sessions, senior leaders accompanied them. The quality of pupils' work in a wide range of subjects and in all classes across the school was scrutinised.
- The inspectors observed pupils' behaviour around school and reviewed the school's promotion of pupils' spiritual, moral, social and cultural development. The inspectors observed pupils in the playground and during lunchtime.
- The lead inspector spoke to members of the governing body and a school improvement adviser. A telephone conversation was held with an officer from the local authority
- Inspectors considered 19 responses to Ofsted's online survey, Parent View. Inspectors met with parents at the start of the school day.
- Inspectors listened to pupils read and met with pupils to listen to their views about the school.
- A range of documentation was examined, including a summary of the school's self-evaluation, the school development plan, safeguarding information, pupil premium documents, sports premium documents, the school's assessment information and governing body meeting minutes.

## Inspection team

Alison Aitchison, lead inspector

Her Majesty's Inspector

Deborah Ashcroft

Ofsted Inspector

Diane Buckle

Her Majesty's Inspector

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