

Inspection of Lyndhurst Primary and Nursery School

Heron Street, Oldham, Greater Manchester OL8 4JD

Inspection dates: 7–8 November 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Overall effectiveness at previous inspection	Not previously inspected

What is it like to attend this school?

This is a calm and caring school where pupils get on well together. Leaders' vision of a school where pupils 'learn, care, challenge and lead' is central to Lyndhurst Primary School. Leaders and teachers have high expectations of pupils. They make sure that all pupils are able to take part in school life. For example, pupils learn sign language so that they can communicate with their classmates with hearing impairment.

Pupils enjoy taking part in a wide range of extra-curricular activities across the school. These include the well-attended breakfast reading club, robotics competitions and trips which enhance the curriculum.

Pupils enjoy their learning. They usually maintain their concentration well. However, there are some occasions when the work they are given does not build on what they already know and can do. When this happens, pupils do not do as well as they should.

Pupils enjoy school. They feel happy, safe and well looked after. Pupils' behaviour is typically good. The pupils that we spoke to told us that poor behaviour and bullying does happen occasionally but that it is rare. When it does happen, pupils said that adults sort it out quickly and fairly.

What does the school do well and what does it need to do better?

School leaders are passionate about making sure that all pupils are learning well. Pupils told us that they enjoy the many opportunities that they have to learn new things.

Staff speak highly of the senior leaders. They feel valued and supported. Leaders provide staff with lots of opportunities to improve their knowledge, skills and practice.

There are clear plans in place to develop pupils' learning across different subjects. Subject leaders have identified the learning that they want pupils to know and remember. However, some subject leaders do not always check to make sure that classroom teachers follow the curriculum plans. This means that, now and then, some pupils miss out on the key ideas they should learn about. This causes them to struggle later on when they need to recall some of the knowledge that they need for the next stage of their learning.

Pupils achieve well. Published results in reading, writing and mathematics have been improving since 2016. However, there was a dip in 2019 in writing. Leaders have responded appropriately with more training for teachers to strengthen their practice.

Pupils learn well across many areas of the curriculum. They can mostly draw on previous learning. For example, in history, older pupils can explain the differences

between how Romans and Anglo-Saxons built houses. At times, though, teachers do not link what pupils are learning with what they will learn next. This sometimes stops pupils understanding the purpose of their learning and the knowledge they are aiming for by the end of a topic.

Pupils with special educational needs and/or disabilities (SEND) achieve well across the school. Leaders ensure that pupils with SEND learn about the whole curriculum. Teachers support these pupils well when they need to.

Leaders make sure that the teaching of reading is a high priority. They train teachers well. They ensure that phonics is taught right from the start of the Reception Year. By the time that pupils reach the end of Year 1, the proportion who achieve the expected standard in the phonics screening check is at least as good as the national average. In key stage 1, leaders make sure that any pupils who have fallen behind have the support that they need to catch up. This approach helps pupils to become confident and fluent readers. Pupils have lots of opportunities to practise their reading. This helps them to become stronger readers as they move through the school.

Children get off to a good start in the early years. Leaders have put a curriculum in place that is ambitious and meets the needs of all children. Many children are new to speaking English when they start school. Teachers use their strong subject knowledge to plan learning that helps them to get better at using language and communication. Teachers also help them to improve their writing and mathematics skills. By the time these children finished their Reception Year in 2019, about two thirds of them reached a good level of development.

Pupils respect differences between people in their school community and beyond. This fosters an environment where pupils are accepted and valued for who they are. Leaders provide a wide range of opportunities to deepen pupils' personal development. For example, pupils can become 'health champions' to help others understand more about physical and mental health.

Most parents and carers are positive about the school. However, some parents who responded to Parent View, Ofsted's online questionnaire, do not believe that leaders always listen to their concerns or let them know how they have been resolved.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their responsibilities for keeping pupils safe. They are well trained and vigilant. They know about safeguarding concerns that are common in the local area. Leaders follow up on any concerns quickly. They keep detailed records and act promptly to help pupils who need it. Leaders carry out the required checks on new staff to make sure that they are suitable to work with pupils.

Pupils learn about what makes a healthy relationship and how to deal with peer

pressure. Pupils show a good understanding of how to stay safe when using the internet.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Pupils are sometimes unsure how lessons fit into their learning in different subjects over time. Leaders need to make sure that teachers remind pupils what they already know and what they will learn in the future. This will help pupils to understand the goals that they are aiming for.
- Some subject leaders do not check as thoroughly as they could how well teachers are following the curriculum plan in their subject. As a result, some key aspects of learning are not covered as well as they should be. This leads to gaps in pupils' knowledge which makes new learning tricky. Subject leaders need to make sure that the agreed curriculum plans are delivered in each classroom so that pupils can know more and remember more.
- Some parents feel that leaders do not listen to and act on the concerns that they raise. This means that these parents lack confidence in school leaders' willingness to resolve their concerns. School leaders should ensure that they respond promptly to parents' concerns and resolve them more effectively.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	142471
Local authority	Oldham
Inspection number	10110877
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	477
Appropriate authority	Board of trustees
Chair of trust	Clive Davies
Headteacher	Elizabeth Egan-Walsh
Website	www.lyndhurst.oldham.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- Lyndhurst converted to become an academy school on 1 December 2016. When its predecessor school, Lyndhurst Primary School, was last inspected by Ofsted, it was judged to require improvement.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We held meetings with the headteacher, the acting headteacher and the senior leadership team. We met with the designated safeguarding lead, the special educational needs coordinator, the early years leader, the office staff, recently qualified teachers and a range of teachers from across the school.
- We spoke to the chief executive officer (CEO) of the trust, the trust school improvement lead, members of the local governing body and the directors of the trust board.
- As part of this inspection, we considered in depth how leaders plan and organise the mathematics, history and science curriculums. We also looked at how the school teaches reading. We spoke with curriculum leaders, visited lessons, looked at a range of pupils' work and met with teachers and pupils. We also observed

some pupils being read to, heard pupils read and talked to pupils about their reading.

- We spoke to pupils in class and around the school at breaktimes to seek their views on the school. We also spoke to different groups of pupils about their experiences of the curriculum, behaviour and about how the school prepares them for life in modern Britain.
- We reviewed the school's website and a range of school documents. Documents included the school's own evaluations, improvement plan and records about behaviour, safeguarding and attendance.
- We considered the 23 responses to Parent View, Ofsted's online questionnaire, and took account of the school's own parental questionnaires. Inspectors took account of the 26 responses to Ofsted's online staff survey.

Inspection team

Mike Tonge, lead inspector	Ofsted Inspector
Trish Merritt	Ofsted Inspector
Linda Griffiths	Ofsted Inspector

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