

Inspection of a good school: Lydgate Infant School

Lydgate Lane, Sheffield, South Yorkshire S10 5FQ

Inspection dates:

20 and 21 June 2023

Outcome

Lydgate Infant School continues to be a good school.

What is it like to attend this school?

Pupils enter school happy and ready to learn. They say that they enjoy coming to school and spending time with their friends. Pupils receive a warm welcome from staff, who know them very well. Parents and carers comment on the high level of care that their children receive. Leaders work hard to ensure that the attendance of pupils remains a priority so that pupils do not miss out on important learning.

The rules of 'be safe, be kind, be ready' ensure that pupils are aware of the expectations of school leaders. Behaviour is generally positive in lessons and at playtimes. Staff ensure that pupils have the knowledge to use their own words to resolve any minor disputes. Pupils say that, sometimes, friends fall out, but that bullying is rare. Pupils know the school motto of 'aiming high, having fun'. They explain that it is important to aim high by always trying your best.

Leaders across curriculum subject areas are ambitious that pupils learn the knowledge they need to prepare them well for transition to junior school. In addition to this, leaders recognise that there is much that pupils can learn from the diverse nature of the school community. Leaders state that the school is enriched by this diversity. Leaders ensure that there are plenty of opportunities for pupils to learn from each other.

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

Curriculum leaders have worked hard to make improvements in their subjects. As a result, the knowledge they want pupils to learn is carefully sequenced across all subjects. This starts in the early years, where pupils acquire knowledge that becomes the starting point for their learning in key stage 1. For example, in computing, pupils in Reception learn how to use colour codes to programme remote devices. By Year 2, pupils talk confidently about algorithms and debugging codes. They use this knowledge to complete practical computing tasks. Links with other curriculum subjects are also considered by leaders. This ensures that

pupils have a clear purpose to their learning. However, leaders need to further refine their work on assessing what pupils learn across the curriculum. This is due to some inconsistencies in the systems for reviewing what pupils know and remember.

Leaders ensure that reading is a high priority. There has been a recent change to the phonics programme used. This has led to consistency in the teaching of early reading. Pupils learn to read from their very earliest days in Reception. Leaders have detailed systems in place to check that pupils are on track to meet expected standards in reading. For those pupils who may need some extra support, additional sessions take place to help them to catch up. Pupils take home a reading book matched to their phonic ability. This means that they grow in confidence when learning to be a reader, and they experience success. Leaders want pupils to enjoy reading. They say that they are passionate that pupils develop a 'will' to read and the 'skills' to do so. Staff receive regular training and professional development to support this. Reading texts are chosen to inspire and excite pupils. Pupils say that their teachers are very good at reading stories to them.

Leaders plan appropriately for pupils with special educational needs and/or disabilities (SEND). Within lessons, pupils learn alongside their peers. Leaders responsible for pupils with SEND help staff to adapt the school's ways of working to meet the changing needs of the pupils who attend. Leaders ensure that staff have the correct training to support pupils in the classroom. Pupils with SEND do not miss out on any extra opportunities, such as after-school clubs.

Pupils learn about respect and tolerance. They understand that all people are different and celebrate this. Even the youngest pupils say, 'Everyone is special just as they are.' Pupils learn about different faiths and cultures. They remember facts from their learning of festivals and lessons related to different world religions.

Leaders provide some opportunities to broaden individual pupil's development, with various trips and a range of clubs, for example. However, there are fewer opportunities for pupils to take part in other roles and responsibilities that would help to prepare them to become active and responsible citizens.

Governors are clear in their roles. They have taken part in recent training to further develop how they challenge and support leaders. Governors recognise their duty in supporting leaders with staff workload. There has been a renewed approach to well-being at the school. Staff appreciate the adjustments that leaders have made. Staff have the opportunity to express their views verbally and through surveys. Staff say that leaders are approachable and considerate. They are proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that safeguarding training for staff remains up to date and relevant to the needs of the community. Staff are vigilant to concerns and record these in detail. As a result, the right support is in place for pupils and families. Leaders work with external

agencies and are proactive in seeking extra help when needed. Leaders follow robust procedures in relation to the reporting of pupils who leave school to move abroad.

Pupils learn how to keep themselves safe. Staff ensure that pupils have a good understanding of being vigilant to dangers when online. Pupils speak confidently about the rules to follow when using the internet.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, leaders have ensured a consistent system for teachers to make checks on what pupils know and remember. However, this is not consistent across the whole curriculum, where there are some inconsistencies in the systems for reviewing what pupils know and remember. This means that teachers sometimes do not identify where pupils may have gaps or misconceptions in their learning. Leaders must develop a consistent approach to assessment in all foundation subjects, while also considering the workload of staff.
- There are limited opportunities for pupils to undertake additional roles and responsibilities. This limits pupils' opportunities and experiences to understand the importance of being independent, responsible and active citizens. Leaders should ensure that all pupils have access to a greater variety of opportunities and experiences to support them to become active citizens within their school community.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually, this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good on 12 and 13 December 2017.

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 information from Ofsted Parent View 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.

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

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| Unique reference number | 106999 |
| Local authority | Sheffield |
| Inspection number | 10255849 |
| Type of school | Infant |
| School category | Maintained |
| Age range of pupils | 5 to 7 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 356 |
| Appropriate authority | The governing body |
| Chair of governing body | Sarah Williams |
| Headteacher | Dewi Bromage |
| Website | www.lydgateinfant.co.uk |
| Date of previous inspection | 12 and 13 December 2017, under section 5 of the Education Act 2005 |

Information about this school

- This is a larger-than-average infant school.
- The school does not use any alternative provision.
- There is a breakfast club for pupils on site.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector carried out deep dives in these subjects: early reading, mathematics and computing. For each deep dive, the inspector met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector spoke with parents and considered their views submitted through online surveys, including free-text responses. Staff and pupil surveys were also reviewed.

- The inspector met with leaders to discuss provision for pupils with SEND, as well as pupils' behaviour and attendance.
- The teaching of phonics was reviewed in Reception and Year 1. The inspector listened to pupils reading to a familiar adult.
- The inspector spoke with leaders, staff and pupils about safeguarding. Documentation and records related to safeguarding were reviewed as part of this process.

Inspection team

Sarah Gordon, lead inspector

His Majesty's Inspector

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