

Inspection of Lingey House Primary School

Millford, Leam Lane Estate, Felling, Gateshead, Tyne and Wear NE10 8DN

Inspection dates: 13 and 14 February 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Outstanding

This school was last inspected under section 5 of the Education Act 2005 15 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between graded inspections under section 5 of the Act. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection.

What is it like to attend this school?

Pupils, staff and governors are incredibly proud to be part of the Lingey House family. Many are 'Lingey ducks' who have enjoyed a long association with the school. Staff know the pupils and their needs extremely well. Warm, nurturing relationships between pupils and staff are seen throughout the school.

Pupils' behaviour is exemplary. They are very polite and respectful. In lessons, pupils listen carefully to their teachers. They engage in their learning with enthusiasm and focus. At social times, pupils play cooperatively together.

The school has high expectations of all pupils. The school is highly inclusive. Pupils, including those with special educational needs and/or disabilities (SEND), are supported effectively. Pupils achieve well.

The school offers pupils an impressive range of ways to thrive and develop beyond the classroom. Pupils engage extremely well with the extensive outdoor play and learning facilities. Pupils contribute well to their local community through activities such as tree-planting and litter-picking. Pupils work with community liaison officers to take on the role of the 'mini-police' enthusiastically. They benefit from the leadership opportunities provided. These include reading, outdoor play and the role of mental health ambassadors.

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

The school's curriculum is ambitious for all pupils, including pupils with SEND. Pupils study a broad curriculum. The curriculum is planned clearly from early years to Year 6. Careful consideration has been given to the knowledge that pupils need to learn and remember. The school recognises the need to develop pupils' writing skills.

Teachers deliver the curriculum consistently well. They start lessons by supporting pupils to remember what they have been taught before. Pupils use this knowledge to access new learning. Teachers check pupils' understanding. They quickly address any misconceptions that pupils might have. Staff receive the training and support they need to teach the curriculum well. As a result, most pupils make pleasing progress and achieve well. Pupils with SEND receive effective support in lessons. The school works well with a range of professionals to support pupils' individual needs.

The school has prioritised the teaching of reading. In Nursery, children begin to recognise sounds through a range of stories, songs and rhymes. Reading lessons are well embedded in Reception and key stage 1. Staff routinely check the sounds that pupils know. The school quickly puts support in place for pupils who experience difficulties with reading. As a result, pupils acquire phonics knowledge rapidly. Older pupils develop their reading fluency and understanding of more challenging books. The school has carefully chosen the books that pupils read as a class. Pupils read a

range of high-quality stories and authors. These books help to teach pupils about different cultures and backgrounds.

Children settle into early years well. They quickly learn the routines that help them to become independent learners. The early years curriculum supports children well to develop their language and communication. Staff reinforce the use of vocabulary by modelling it accurately. They ask children questions skilfully to promote discussion. Children engage well in both adult-led and child-initiated activities.

Pupils display excellent attitudes towards learning in lessons. Classroom routines are well embedded and ensure quick transitions between activities. Social times are exciting and productive. Outdoor play and learning are strengths of the school. The school teaches pupils to be independent. For example, the school gives pupils the tools to resolve conflict. Pupils are taught to risk assess situations by asking, 'Will it hurt?' and 'Will it break?'. This learning helps pupils to play cooperatively and safely. Pupils make dens, play in the mud kitchen, play sport and perform. Their resilience, creativity and problem-solving abilities are highly developed.

An impressive programme of personal development runs throughout the school. Educational visits enrich pupils' learning. Pupils develop their interests and talents in a wide range of extra-curricular clubs, including for cheerleading, street dance, sewing, coding and mindfulness. Pupils learn about healthy relationships thoroughly. They celebrate diversity. Pupils debate challenging moral issues with knowledge and consideration.

Leaders have a strong, unified vision for the school. They have identified precisely the school's strengths and areas to develop further. Governors are highly skilled and knowledgeable. They visit the school regularly. Governors meet with pupils and staff to assure themselves of the standards in the school. Staff feel well supported by school leaders.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school's refinements to the writing curriculum are not yet fully embedded. Addressing this is important, as pupils have limited opportunities to write at length, and their composition and editing skills are not as assured as they should be. The school must further refine the teaching of writing so that pupils' knowledge and skills are developed well.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	108360
Local authority	Gateshead
Inspection number	10255645
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	444
Appropriate authority	The governing body
Chair of governing body	Karen Crozier
Headteacher	Chloe Wilkinson
Website	www.lingeyhouseprimary.org
Date of previous inspection	19 May 2009, under section 5 of the Education Act 2005

Information about this school

- The current headteacher was appointed in January 2021.
- The school does not currently use any alternative provision for its pupils.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors spoke with the headteacher and other leaders, including the special educational needs coordinator, about progress since the previous inspection.

- Inspectors met with members of the governing body and spoke to a representative from the local authority.
- To evaluate the quality of education, inspectors carried out deep dive in early reading, mathematics, art and design, and English. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also spoke with leaders about the curriculum and looked at pupils' work in religious education and history.
- Inspectors spoke to pupils in groups and around the school about behaviour and their experience of being in school. Inspectors also observed breaktimes and lunchtimes.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors discussed the personal, social, health and economic education curriculum with leaders and spoke to pupils about how this curriculum and associate experiences support their understanding.
- Inspectors evaluated the responses to Ofsted's online parent, pupil and staff surveys.

Inspection team

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