



# Lobley Hill Primary School

## Inspection Report

**Unique Reference Number** 108369  
**LEA** Gateshead  
**Inspection number** 277957  
**Inspection dates** 2 May 2006 to 3 May 2006  
**Reporting inspector** Mr Anthony Calderbank

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

<b>Type of school</b>	Primary	<b>School address</b>	Rothbury Gardens
<b>School category</b>	Community		Lobley Hill
<b>Age range of pupils</b>	3 to 11		Gateshead, Tyne and Wear NE11 0AT
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0191 4334080
<b>Number on roll</b>	358	<b>Fax number</b>	0191 4334082
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Rev R K Hopper
<b>Date of previous inspection</b>	1 October 1999	<b>Headteacher</b>	Mr Alan Tricoglus

Age group	Inspection dates	Inspection number
3 to 11	2 May 2006 - 3 May 2006	277957

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This larger than average primary school serves a socially and economically mixed community. The number of pupils who are eligible for free school meals is broadly average. There are a small number of looked after children. Well below average numbers of pupils are from minority ethnic or mixed heritage backgrounds, and very few speak English as an additional language. The proportion of pupils with learning difficulties and/or disabilities is well above that found in most schools. Children enter school in the Nursery with below average skills in most areas of learning; their language and social skills are well below average. The school has gained the Basic Skills Award, the Healthy Schools Award and the Investors in People Award. It is a lead school in a consortium providing School Centred Initial Teacher Training (SCITT) and is part of an Excellence in Cities Education Action Zone.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 2**

Lobley Hill is a good school. The judgement matches the school's own evaluation. The vast majority of parents and pupils who expressed a view to the inspection team hold the school in high regard and believe it makes an exceptional commitment to pupils. The inspectors judge that the care and support provided are good and pupils' personal development and well-being are outstanding. Teaching is good and, as a result, pupils achieve well and attain above average standards in English, mathematics and science by the end of Year 6. However, standards in writing in Years 1 and 2 are below those found in most schools. The quality of education and children's achievement in the Foundation Stage are good overall, although aspects of practice, such as the use of the outside play area, require improvement. Relationships in the school are very good and the vast majority of pupils behave very well. The curriculum is good and pupils enjoy the many extra activities and educational visits.

The school is well led and managed. The headteacher, leaders, staff and governors share a determination that all pupils will succeed. They know what the school does well and have correctly identified what needs to be improved. Good improvements have been made since the last inspection. The strong commitment to raising standards and working in very effective partnerships with outside agencies, places the school in a good position to make further improvements. The school manages its finances very effectively and gives good value for money.

### **What the school should do to improve further**

- Improve standards in writing in Years 1 and 2.
- Improve the quality and use of the outdoor play area for children in the Foundation Stage.

## **Achievement and standards**

### **Grade: 2**

Achievement is good and standards are above average. Children get a good start to their education in the Foundation Stage so they make good progress. By the end of the Reception year standards are broadly average in all the areas of learning except language, literacy and communication, where they are below average. Pupils make good progress in Key Stage 1 so that by the end of Year 2 they reach above average standards in reading and mathematics. However, standards in writing are below those found in most schools and have been for the past five years. Pupils continue to achieve well in Years 3 to 6 and standards are above average, although they are lower in English than in mathematics and science. In 2005, the school just missed its statutory targets for the percentage of pupils achieving Level 4 and above in English and mathematics, but exceeded them for the higher Level 5. In 2005, boys did not do as well as girls in the Key Stage 1 assessments. However, by the end of Year 6, girls and boys achieve equally well. Pupils with learning difficulties and/or disabilities, those who speak

English as an additional language and looked after children make progress at a similar rate to other pupils.

## **Personal development and well-being**

### **Grade: 1**

Pupils' personal development, which is very much at the heart of the school's work, is outstanding. They really enjoy coming to school and their good attendance reflects this. They think their school is 'fabulous'. They really appreciate what the school does for them. Their outstanding behaviour, attitudes to work and relationships with others help create a happy, purposeful atmosphere in school. Pupils take initiative for their own learning. For example, the older pupils research and present their own topics. They are very aware of the benefits of healthy eating and physical activity and know how to keep safe. The work of the school council fully involves the pupils in decision-making and they are very proud of the improvements they have made to the playground and toilets. Pupils' spiritual, moral and social development is outstanding. They have a good understanding of their own and other cultures, and they are encouraged to reflect deeply on a variety of issues important to them. They willingly take on responsibilities and are very involved in a range of local environmental initiatives. The links with the nearby church and fundraising events for charity effectively develop their awareness of the community outside school. Pupils leave the school as confident, mature and caring individuals who have achieved strong academic and personal skills and who are very well prepared for the next stage of education and beyond.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good, with some outstanding lessons that consistently promote pupils' academic and personal development. Lessons are well planned and pupils respond with well thought-out answers to challenging questions. Teachers share their lesson aims with the pupils at the start of lessons and this enables them to successfully review and reinforce what they have learnt at the end of lessons. Lessons have a brisk pace and a variety of activities, which maintains the interest of the pupils. Teachers make good use of information and communication technology (ICT) to help pupils learn. They develop speaking and listening skills well through group discussion and thorough questioning. In English in Years 1 and 2, the development of the pupils' writing skills requires improvement. The school has identified good strategies to increase the rate at which these pupils make progress. Science lessons provide good and enjoyable opportunities for pupils to develop their investigative skills. Looked after children, pupils with learning difficulties and/or disabilities and those who speak English as an additional language make the same good progress as other pupils because teachers match work accurately to their specific needs and they receive good support. The school's involvement with teacher training has improved teaching and learning

by helping teachers to evaluate their work and by providing extra resources, particularly in ICT.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good. It provides well for the range of learners' needs in the mixed-age classes and promotes an enjoyment of learning. The arranging of pupils into ability groups for some English and mathematics lessons ensures the right level of challenge to move them on at a good pace. Several strands of the curriculum combine very well to enable pupils to understand and adopt safe and healthy lifestyles. The curriculum for children in the Foundation Stage is good, but there is a need to develop the outside play area and to ensure that its use supports all the areas of learning.

The wide range of extra-curricular activities broadens pupils' experiences and enables them to develop their interests in fields such as craftwork, music and sport. All pupils have the opportunity to take part in educational visits, for example to Watergate Park, where they can undertake environmental studies and a residential course. Pupils have also been able to suggest ideas for Gateshead's Flower Show and to take part in an annual 'Stars in Your Eyes' contest. More able pupils extend their talents through master classes at a local comprehensive school and those with sporting abilities have the opportunity of extra coaching.

## **Care, guidance and support**

### **Grade: 2**

Procedures to ensure the welfare, health and safety of pupils, including child protection and assessing risk, are effective. They are understood by all staff. Staff respond quickly to pupils' individual needs and work very closely with outside agencies to provide for individuals' specific needs. As a result, those pupils with learning difficulties and/or disabilities, those who speak English as an additional language and looked after children receive very good support. Assessment and tracking procedures to monitor and guide pupils' progress are also very good, but pupils in Years 3 and 4 find it difficult to review their own progress and set their own targets for improvement. Pupils' successes are regularly celebrated through celebration days, displays and the newsletter. This plays a very important part in pupils' personal development. Pupils feel safe in school and are confident that there is always an adult they could turn to if they felt the need. Parents are kept well informed of their children's work and progress through parents' evenings, reports and other meetings, such as workshop sessions.

## **Leadership and management**

### **Grade: 2**

The headteacher provides very strong leadership. His passionate commitment to the pupils and his determination that all will develop as confident and successful learners are shared by all the staff. He is well supported by the deputy headteacher, subject

leaders and all staff. As a result, there is a positive ethos in the school which serves the pupils well.

The school's self-evaluation is accurate because it uses rigorous systems to identify strengths and weaknesses and set targets for improvement. Procedures to monitor the work of the school include analysis of test results and assessments, observation of lessons, discussions with pupils about their learning, and scrutiny of their work. All this has led to action that has raised the level of challenge for higher attainers and improved test results. Governors are very supportive of the school and some, especially the chair, are closely involved in its work. However, they could be more involved in drawing up the school improvement plan. The school uses its resources efficiently and works very well with external agencies, most notably in teacher training. It regularly consults parents and pupils and acts on their views in the best interests of the school. For example, the homework policy has been reviewed and playground equipment improved. The school has made good improvement since the last inspection and is well placed to continue to improve.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

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The Children and Pupils

Lobley Hill Primary School

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Tyne and Wear

NE11 0AT

3 May 2006

Dear Children and Pupils

Now that we have finished inspecting your school, I am writing to tell you what we think. First of all, thank you very much for making us so welcome in your school. We enjoyed talking to you and seeing your lessons. We are particularly grateful to those of you who came to tell us about the work you do and what you think of your school.

Yours is a good school and you do well, especially in English, mathematics and science. The staff work hard to make lessons interesting for you. They run lots of clubs, take you on visits and invite visitors to talk to you. We could see that you enjoy school and want to learn, and that the staff look after you very well. You are very well behaved and polite. We were pleased to see that you learn how to keep safe and healthy.

We have asked your teachers to improve:

the quality of writing in Years 1 and 2

the outdoor play areas in the Nursery and Reception class.

Your school is run well and we are sure that Mr Tricoglus, the teachers, and the governors will carry on working hard to make it better still.

Keep on doing your best and enjoying school.

Yours faithfully

Tony Calderbank

Lead inspector