



Hetton Lyons Primary School

Inspection Report

Unique Reference Number 108797
LEA Sunderland
Inspection number 278049
Inspection dates 16 January 2006 to 17 January 2006
Reporting inspector Mr Tom Grieveson

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

Type of school	Primary	School address	Four Lane Ends
School category	Community		Hetton-le-Hole
Age range of pupils	4 to 11		Houghton-le-Spring, DH5 0AH
Gender of pupils	Mixed	Telephone number	0191 5536744
Number on roll	474	Fax number	0191 5536749
Appropriate authority	The governing body	Chair of governors	Mr Peter Corbett
Date of previous inspection	1 September 1999	Headteacher	Mr Alan Thomas

Age group 4 to 11	Inspection dates 16 January 2006 - 17 January 2006	Inspection number 278049
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors.

Description of the school

Hetton Lyons Primary is a larger than average sized school located in the former mining community of Hetton, 8 miles to the south west of Sunderland City Centre. Such is the school's popularity that it has maintained a relatively strong intake of pupils in an area where other school populations are falling. There is a broad social mix of families at the school, although the number of pupils entitled to free school meals is above average. A small percentage of pupils come from minority ethnic families but none where English is not the first language. The percentage of pupils with learning difficulties and/or disabilities is similar to that seen nationally, and 1.3% have a statement of special educational need.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Hetton Lyons Primary School provides pupils with a satisfactory education and is particularly strong in supporting their personal development. These findings are in line with most aspects of the school's own self evaluation. The school has the capacity to improve further and provides satisfactory value for money.

Pupils in the Reception classes make good progress because the provision which they receive accurately meets their needs. The school achieves standards which are in line with national averages at both Key Stages 1 and 2. The majority of pupils, including those with learning difficulties and/or disabilities, make satisfactory progress throughout their time in school. However, too many pupils do not make enough progress with their writing and this limits their overall achievement.

Teaching is mainly satisfactory, but there is good teaching in all parts of the school. Pupils make good progress in their personal, social and emotional development. The attitudes they demonstrate towards their work and their behaviour in both lessons and around school are also good. Relationships with teachers are overwhelmingly positive. Pupils are a credit to the school. The large majority are enthusiastic, keen learners. They are well cared for and feel confident and secure. This contributes to the positive climate which is evident in all parts of the school. However, further improvements to aspects of site security are required. The school recognises that prompt action is necessary to improve the current situation.

Leadership and management are satisfactory. Good progress has been made against most of the key issues from the previous inspection. The work of teachers and pupils is monitored regularly; consequently the school understands its strengths and weaknesses very well. However, it does not consistently act on this knowledge to improve matters, particularly in relation to raising standards of achievement. Further work is still required to improve the way the school tracks the progress of pupils, including those with learning difficulties and/or disabilities, and monitors their achievement.

Grade 3

What the school should do to improve further

- Continue to further improve standards and particularly in writing.
- Further improve teachers' use of on-going assessment to ensure that the work that children do and the targets they are set are accurately matched to their learning needs.
- Use the extensive information which the school collects about its strengths and weaknesses more effectively to drive school improvement priorities; particularly those concerned with raising standards.
- Take immediate steps to improve site security.

Achievement and standards

Grade: 3

Pupils enter school with below average attainment; particularly in relation to their communication and personal and social skills. However, they make good progress during their time in the Reception classes. This occurs because mainly good teaching and very effective assessment procedures enable staff to provide appropriate work which consistently meets pupils' needs.

At Key Stage 1, standards have remained consistently in line with national averages in both reading and mathematics. Over time, however, pupils have done less well with their writing. This trend has continued into Key Stage 2. Whilst overall performance in English, mathematics and science meets national expectations, a significant minority of pupils have not achieved as well as they should have in writing. Consequently, whilst most pupils reach their targets, this group of pupils have not.

The school recognises that further improvements are required to raise standards in all subjects, but particularly in writing. Despite extensive work being done to improve this, progress varies considerably across the school. This is primarily because teachers do not use assessment information well enough. The majority of pupils with learning difficulties and/or disabilities make satisfactory progress, although a small minority do not. Again, this is because the school does not monitor the progress of these pupils precisely enough or ensure that the work they do always meets their needs.

Grade 3

Personal development and well-being

Grade: 2

Pupils' personal development is good; they behave well and demonstrate positive attitudes to learning. The very good relationships which pupils have with each other and with adults ensure that everyone throughout the school is valued and respected. Pupils say they enjoy learning because teachers make it 'interesting and fun.' Pupils respond well to praise and this encourages them to try hard. The overwhelming majority of parents agree that pupils enjoy school. However, a minority of parents consider that they are not sufficiently consulted about important changes which are being considered. Attendance is just below the national average. The school works hard with other agencies to improve this, but success is limited.

Pupils' spiritual, moral, social and cultural development is good. This starts when pupils join the school; even the very youngest quickly develop a keen sense of what is right and wrong. Pupils' involvement in developing school rules helps them to understand what is expected of them. They make positive contributions to their school community by accepting responsibilities that promote their social development as mature young people. Older pupils, for example, enjoy supporting and caring for younger and less confident children at playtimes. The views of pupils are considered through the school council but the contribution of the youngest pupils is not adequately heard. Pupils learn about healthy lifestyles and are offered opportunities to eat healthily. The school

makes effective provision for pupils' future economic well by using professional expertise from business and the local community.

Quality of provision

Teaching and learning

Grade: 3

Teaching is satisfactory overall, with examples of good teaching in a third of lessons seen. Where learning is most effective, teachers explain things well so that pupils appreciate why tasks are important. Planning is detailed and based upon a thorough understanding of pupils' needs and the pace of lessons is brisk. Teachers use the information they have about pupils and their achievements well, expectations of what pupils can achieve are high, the work provided is challenging and pupils make good progress. Well structured discussions and the probing use of questioning helps to develop pupils' understanding. In these lessons, pupils demonstrate an enthusiasm for learning. They show commitment and apply themselves well. Pupils particularly enjoy opportunities for practical work and cooperating with others in group tasks. Classroom assistants are used effectively to support pupils' learning.

However, this does not occur as often as it should. Where learning is least effective it is because teachers have not used assessment information about pupils to plan lessons. In a third of lessons seen during the inspection, too much time was spent by pupils on tasks which did not sufficiently challenge them or adequately meet their needs. Too many did not make the progress which they should. The effective use of targets to focus both staff and pupils on key learning priorities is also too inconsistent. On too many occasions, the targets set are too general to be of value to teachers or pupils. They do not support teachers to plan effectively nor do they help pupils understand what they need to do to improve further.

Curriculum and other activities

Grade: 3

Curriculum provision is satisfactory. It is broad and balanced and meets the range of pupils' needs. Teachers ensure that pupils experience the full range of subjects. Staff cooperate well in year group teams and make effective use of national guidance to plan lessons. Pupils receive sufficient opportunities to acquire basic skills, but there are not enough opportunities to apply these skills in other subjects. The school has taken appropriate action to enhance provision for information and communication technology (ICT) and this has improved since the last inspection. Computer skills are effectively taught but, again, they are seldom used to support pupils' learning in other subjects.

A range of additional visits and the use of external expertise add to pupils' enjoyment and learning. For example, during the inspection, classes visited the local church and hospital to extend their class based work. Visiting music teachers help talented pupils to develop and extend their skills and the school is rightly proud of the success achieved

by the school band. Furthermore, the school has received due recognition for its extensive community involvement and partnership with local agencies is strong. This work effectively promotes pupils' understanding of their role and place in society.

Care, guidance and support

Grade: 3

Care, guidance and support for pupils are satisfactory. Pupils benefit from committed and well trained staff, who demonstrate a genuine sense of care for their pupils' academic and personal development. Consequently pupils readily seek staff help if difficulties arise. The school is an orderly community where there is respect and consideration for the personal and emotional needs of all adults and pupils. There are good arrangements to ensure that vulnerable children are supported and protected and this extends to effective working arrangements with outside agencies. Risk assessments of educational visits are thorough and effective. However, whilst the school has invested substantially in a perimeter fence to improve site security, entry points are not sufficiently protected at all times, allowing unrestricted access to playground areas. This requires prompt action to improve matters.

Leadership and management

Grade: 3

Leadership and management are satisfactory. Under the headteacher's calm and purposeful leadership, substantial investment has been made in developing the school's senior and middle leadership and the skills of the whole workforce. The school has successfully addressed most of the issues from the previous inspection and has acquired the necessary capacity to make further improvements in the future.

Senior managers and subject leaders collect substantial amounts of information about the school's performance. This extends to consultation with both parents and pupils; thereby ensuring that, for the most part, there is a good understanding of the views of the whole school community. The school's self evaluation processes accurately identify those key areas which require further improvement. There have been notable achievements, for example, in relation to improved provision for ICT and in teaching and learning since the last inspection. However, there has not always been sufficient rigour and coordination in driving initiatives forward and this has limited the overall pace of improvement. Nevertheless, there is a strong determination, demonstrated by both staff and governors, to address the school's weaknesses and to improve further.

The governing body has remained relatively stable over time and has amassed considerable knowledge about the school and its community. Governors know the school well. They are aware of its strengths and weaknesses, use this knowledge effectively in support of the school's leadership and readily commit their time to supporting the school. The school buildings, despite their age, are well cared for and to a high standard of cleanliness. Financial management is efficient and most key spending decisions are based upon a thorough appraisal of need; although action to fully secure the site is still outstanding.

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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>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	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

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	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

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	3	NA

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	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	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
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
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	No
Risk assessment procedures and related staff training are in place	No
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
The extent to which learners make a positive contribution	
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
The extent to which schools enable learners to achieve economic well-being	
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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Hetton Lyons Primary School

Four Lane Ends

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Houghton-le-Spring

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18 January 2006

Dear Pupils

Thank you for the welcome which you gave Mrs. Dodd, Mr. Goodchild and myself when we carried out the inspection on 16 and 17 January 2006. We were impressed. Your school is a very welcoming place.

Please also thank your parents for all the very useful information which they provided, we have taken account of what they said and have highlighted a number of points in the report.

You were helpful in providing information about how much you enjoy being at Hetton Lyons School. We noticed in particular how hard you work and how good your behaviour is. We were particularly impressed by how much you help and care for each other. You are all a credit to your school.

Mr. Thomas and the staff work very hard on your behalf. They do a great deal of work to prepare lessons and to provide interesting tasks for you to do. They show a great deal of care in keeping you safe and encouraging you to be healthy. I know from what you told us that you are grateful for all that the staff do on your behalf.

There are 2 things which we feel you, and Mr Thomas and the staff, can improve.

Firstly, we know that you could all achieve even higher standards than you do already, particularly with your writing.

Secondly, we have asked the staff to set more helpful targets for you so that everyone is clear about what you should be learning next.

We have also asked the school and the governors to act quickly to make sure that the school site is as safe and secure as it can be.

Please accept our very best wishes for the future.

Yours sincerely

Tom Grieveson

Her Majesty's Inspector of Schools.