



Lyndhurst Community Primary School

Inspection Report

Unique Reference Number 106192
Local Authority Tameside
Inspection number 287437
Inspection dates 18–19 October 2006
Reporting inspector Sarah Drake

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

Type of school	Primary	School address	Hill Street
School category	Community		Dukinfield
Age range of pupils	3–11		Cheshire SK16 4JS
Gender of pupils	Mixed	Telephone number	0161 3307220
Number on roll (school)	262	Fax number	0161 3082498
Appropriate authority	The governing body	Chair	Mr John Reynolds
		Headteacher	Mrs Beverley Allford
Date of previous school inspection	2 December 2002		

Age group 3–11	Inspection dates 18–19 October 2006	Inspection number 287437
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a slightly larger than average school. It serves an area with some significant pockets of deprivation to the south of Ashton-under-Lyne. A larger than average proportion of pupils is eligible for a free school meal. Broadly average numbers have learning difficulties and/or disabilities. The great majority of pupils are of White British heritage. Following a local authority review in 2005, the school is undergoing a planned reduction in pupil numbers. In June 2006, half the school was destroyed by fire. Pupils in the Foundation Stage and Key Stage 1 are currently being taught in temporary accommodation placed on the school field. The school has silver Eco status.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Lyndhurst provides a satisfactory quality of education for its pupils and is particularly successful at raising their self-esteem. Pupils enjoy school and along with staff, have coped extremely well with the shock and subsequent difficulties arising from the devastating fire. Behaviour is good because adults are consistent in their application of rewards and sanctions and also in their reminders to pupils about what is expected.

Pupils make satisfactory progress in the Foundation Stage which they enter with all round skills that are below the expected levels for their age. By the end of Year 6, standards are still below average, with English the weakest subject, and there has been a downward trend in results over the past four years. A legacy of poor quality teaching in the past has meant that pupils' achievement in Key Stage 2 has been unsatisfactory. However, the leadership has taken difficult but effective action to eradicate the pockets of inadequate teaching and pupils of all ages now make satisfactory progress. Teaching and learning are satisfactory, with some areas of strength throughout the school, but they are not yet of the consistently good quality that is necessary to raise pupils' standards and levels of achievement further. Teachers' marking and guidance for pupils is of variable quality. The school's use of assessment to inform planning and track pupils' progress over time is at an early stage of development. It has not yet had time to take full effect in helping to raise standards.

Recent adaptations to the curriculum are beginning to make it more interesting and relevant to pupils, with some good links developing between subjects. The school's strong promotion of pupils' personal development and environmental awareness enhances the satisfactory curriculum. Additional sessions to boost the performance of pupils with learning difficulties and/or disabilities ensure that they make satisfactory progress. Information and communication technology is used suitably but the fire has had a big impact on resources in this area. Good quality pastoral care means that pupils grow in confidence but many are not yet sufficiently clear about how to take responsibility for improving their work.

Effective leadership has helped the school to withstand the body blow to morale delivered by the fire. Leaders have created a sense of teamwork and determination to succeed, both of which are having a positive impact on the school's provision. However, management procedures and record keeping are not sufficiently systematic. After some difficult years, the school is beginning to turn the corner. It has made satisfactory improvement since the previous inspection and has sound capacity to improve further.

What the school should do to improve further

- Raise standards and pupils' achievement, particularly in English at Key Stage 2.
- Improve the quality of teaching and learning, including the marking of pupils' work, to that of the best.
- Improve assessment, target-setting and management information systems to ensure that staff can work most efficiently to raise achievement levels.

Achievement and standards

Grade: 3

When they enter the Nursery, most children have particular weaknesses in their communication and calculation skills. They make satisfactory progress in the Foundation Stage so that the majority are working within the expected levels by the time they enter Year 1, but very few exceed these. The end of Year 2 results for 2006 show a good improvement from the drop in 2005 and pupils are working at levels close to the national average in reading and mathematics. However, standards in writing remain below average. In 2006, the proportion of Year 6 pupils who gained the expected level in English and mathematics increased slightly compared to 2005. However, fewer pupils gained the higher level in English, mathematics or science than in 2005 and standards overall are below average. Standards are weakest in English, although the school's recent actions to improve pupils' writing skills are beginning to have some impact. Pupils of all abilities are now making satisfactory progress after a period when they underachieved in Key Stage 2.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. They say they like their teachers and that this is a friendly school. School councillors make a significant contribution to school life and they speak with great authority about visiting other school councils and bringing back ideas for improvement. 'Eco Warriors' among the pupils monitor the school's fuel use and grow food in the grounds, some of which finds its way into the school kitchen. They recently enjoyed observing the nesting activities of a small bird via a well positioned camera, extending their spiritual awareness as well as their knowledge of nature.

Most pupils attend well. In response to the school's vigorous action, levels are rising and are satisfactory overall. However, the low attendance of a significant minority has a negative impact on their academic progress.

Pupils like the house system and the captains take their responsibilities very seriously. All pupils greatly appreciate the 'you've been spotted' system that promotes good work and thoughtful behaviour, especially the excitement generated in possibly opening one of the three sparkling silver envelopes in assembly. They speak in glowing tones about the daily 'wake and shake' exercises arranged to increase their access to physical exercise. All pupils show impressive awareness of safety as they move around the very difficult site. Most pupils behave well and they show increasing maturity in response to the school's effective promotion of their spiritual, moral, social and cultural development. As one pupil remarked, 'being at this school puts a smile on your face'.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory. Foundation Stage staff have a sound understanding of how young children learn. Their clear directions, positive manner and the strong emphasis placed on the development of communication and personal skills help the children to make satisfactory progress. In Years 1 to 6, pupils progress well when lessons move at a good pace with a variety of activities that help them to keep refocusing their attention. Some teachers use questioning well to challenge pupils' thinking. All teachers encourage pupils to discuss their thoughts with partners, which keeps them involved in learning and also effectively promotes their communication skills. Teaching assistants' contributions help pupils, particularly those with learning or behavioural difficulties, to sustain their concentration and work purposefully. In lessons in which strengths just outweigh weaknesses, slow pace and a distinct lack of stimulation reduce pupils' interest, enjoyment and rate of progress. Teachers mark pupils' work regularly, but they do not consistently provide advice about how to improve or relate their marking to pupils' targets. They are becoming more secure in their use of the developing assessment systems to monitor pupils' progress and to aid their planning.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. The school is beginning to inject creativity and enjoyment into the planned activities and to forge links between subjects that bring learning to life. For example, pupils studying the Romans use their scientific skills to consider the properties of rocks and decide which would be best for road building. This development is at an early stage and the impact on standards has yet to be seen. In the Foundation Stage, a suitable range of indoor and outdoor activities engages the children's interests and encourages independent learning. Their sensory garden is a delight. The school's intense focus on the development of basic skills, including additional support for those with learning difficulties and/or disabilities, ensures that pupils' progress is satisfactory. Additional activities, including music, dance, educational visits and environmental work enhance the basic curriculum, adding to pupils' enjoyment and personal development.

Care, guidance and support

Grade: 3

The quality of care, guidance and support is satisfactory. The strong levels of pastoral and emotional support that staff provide for pupils, some of whom have complex needs and low levels of self-esteem, help them to feel comfortable in school and, therefore, able to concentrate on learning. The increasing use of circle time, during which every pupil has contact with the Learning Mentor, is proving particularly effective in boosting

pupils' self-confidence and their understanding of how to stay healthy and keep safe. Good links with outside agencies support those with learning and behavioural difficulties. Although procedures to ensure health and safety and child protection are in place and implemented by all staff, there are some inconsistencies in the required recording and monitoring of these areas that the school is taking action to eliminate. In some lessons, pupils are beginning to evaluate their own learning and most are aware of the class-based targets. However, many still lack sufficient understanding about how to improve their work.

Leadership and management

Grade: 3

Since the headteacher's arrival, the school has been through a very difficult period during which hard decisions and effective action have been taken to bring about improvement. These have been based on rigorous evaluation of the school's provision and its impact on pupils' levels of achievement. A very strong commitment to pupils' well-being has led to an improvement in the behaviour of some pupils that was having a detrimental effect on the learning of many, particularly in Key Stage 1. With the able assistance of the recently arrived deputy and good support from the local Learning Network, the headteacher has established leadership teams so that all staff share a greater responsibility for the school's provision and standards.

An extensive training programme is helping to improve the quality of teaching and learning. Performance management is directly related to raising standards. The information provided for parents and governors is more comprehensive than in the past which helps to involve them more fully in the pupils' education. Governors are supportive of the school and their increasing knowledge enables them to ask perceptive questions that hold staff suitably to account. Financial management is sound and the school operates smoothly on a day-to-day basis. However, even accounting for the loss of documentation in the fire, records and management systems to keep track of pupils' progress and other important information are not well organised. This means that staff's hard work is not put to the most efficient and effective use so as to improve pupils' achievement. It also explains why inspectors graded leadership and management as satisfactory rather than good as the school judged them to be.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	3
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

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

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	No
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

You may remember that before half term three inspectors visited your school. Thank you very much for talking with us so openly and helping us to understand what it is like to be a pupil at Lyndhurst. We found that that the school has some good aspects and also some areas to improve, so overall we agree that it gives you a satisfactory education.

Here is a list of the school's strongest points:

- staff give you lots of good quality support so that you feel comfortable in school and can concentrate on learning
- you enjoy taking on responsibilities and are very aware of environmental issues
- you move up and down those steps between the buildings very carefully and enjoy your early morning 'wake and shake' exercises
- pupils of different ages and abilities all make satisfactory progress in their learning
- your headteacher and other senior staff have taken the right decisions to help the school move forward.

This is what we have asked your teachers to do now to make the school even better:

- help you raise the standard of your work, especially in English for pupils in Years 3 to 6
- make sure that you all receive teaching of good quality and that all your teachers help you to understand how to improve your work
- improve the way that the school keeps track of your progress and other information so that staff can work most efficiently to raise your levels of achievement.

Your job will be to concentrate hard, enjoy learning and make sure that you attend school regularly.