

# Lockwood Primary School

## Inspection report

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<b>Unique Reference Number</b>	111533
<b>Local Authority</b>	Redcar and Cleveland
<b>Inspection number</b>	288985
<b>Inspection dates</b>	14–15 March 2007
<b>Reporting inspector</b>	Michael Maddison HMI

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	174
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr John Tombs
<b>Headteacher</b>	Mr Grant Hopkins
<b>Date of previous school inspection</b>	1 November 2002
<b>School address</b>	Boosbeck Saltburn-by-the-Sea TS12 3BL
<b>Telephone number</b>	01287 650238
<b>Fax number</b>	01287 650997

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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and one Additional Inspector.

## Description of the school

Lockwood Primary School is a smaller than average primary school serving Boosbeck and the surrounding villages of East Cleveland. The school is situated in an area of rural deprivation and the proportion of pupils entitled to free school meals is above average. A quarter of the pupils come from outside the school's immediate catchment area. The proportion of pupils with learning difficulties and/or disabilities is below average, as is the proportion of pupils with statements of special educational need. Nearly all children are of White British heritage. There are very few looked after children.

The school hosts an 'Out of Hours' club, which provides a breakfast club as well as after school activities. This was inspected in November 2005 and judged to be making good provision. The school has been awarded the Healthy School standard and the Basic Skills Quality Mark.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school. It offers a good quality of education and care and provides an environment that successfully promotes high standards and personal development. Pupils are well motivated and work hard. Their parents are overwhelmingly supportive of the school and consider that their children are happy there and make good progress.

Achievement is good. Pupils enter the school with below average levels of attainment but they make good progress by the time they leave at the end of Year 6. Standards are high and in the 2006 national tests at Key Stage 2, for example, pupils did particularly well in English and science. These good results are the consequence of good teaching and of the pupils' commitment to do well. Pupils get off to a good start because provision in the Foundation Stage is good. They show good levels of concentration in their lessons and they take a pride in the work they produce. Lessons are well planned and teachers and teaching assistants work hard to ensure that lessons are interesting. As a result, pupils enjoy their learning and do well. Those with learning difficulties and disabilities are well catered for and make good progress. Teaching is good, sometimes outstanding, but it is not yet consistently high quality across the school.

The personal development of the pupils is good; as are the care, guidance and support they receive. This reflects the school's positive ethos, which is highly valued by parents. Pastoral care is strong and the pupils receive good support in their work to help them improve. Pupils are confident and keen to be involved in the work of the school and this is seen by their commitment to the school council. They behave well, enjoy coming to school and feel safe. The curriculum is satisfactory and meets statutory requirements. However, the creative elements within it, particularly in the arts, are under developed. Nevertheless, the curriculum is enriched by a good range of extra-curricular activities, links with the local community, trips and residential visits. These experiences enhance learning, as well as serving to develop pupils' social skills; such as, their appreciation of the needs of others.

The quality of leadership and management is satisfactory. Although pupils do well because of good teaching and good care, the school's leaders do not have a clear overview of what works well and why. The performance of the school is checked by senior leaders but they do not as yet do this rigorously, consistently or regularly enough. The headteacher, who has been in post for a year, is well supported by an enthusiastic leadership team, an active governing body and a dedicated staff. They share a strong commitment to the school and they work hard to maintain the ethos and the positive learning environment which exists. School self evaluation is satisfactory, as is the capacity to improve.

### What the school should do to improve further

- Raise the quality of teaching across the school to that of the very best.
- Continue to develop breadth within the curriculum, especially in relation to the arts, to ensure that the needs of all pupils are met.
- Improve quality assurance by ensuring that the checking of performance across the school is rigorous, consistent and regular.

## **Achievement and standards**

### **Grade: 2**

Pupils' achievement is good. In most years, children starting at the school have skills lower than those expected for their age, particularly in relation to social and communication skills. Good provision and good teaching in the Foundation Stage, however, ensure that children make good progress in all areas of their learning. Many reach the targets expected for their age by the beginning of Year 1. In Key Stage 1, pupils make satisfactory progress and in Key Stage 2 they make good progress. This is due to the better teaching they receive at Key Stage 2. Pupils' basic skills are developing well and teachers take many opportunities to enhance these skills in other areas of the curriculum. Pupils with learning difficulties and disabilities make progress similar to the rest of the pupils. This is because of the good support and guidance they receive from teachers and teaching assistants. In recent years, targets have generally been met and many pupils attain standards that are above average. Results in 2006 showed that standards were above average in reading, writing and mathematics at the end of Key Stage 1 and in English and science at the end of Key Stage 2. The results of eleven year olds in mathematics were weaker. Steps have been put in place to remedy this. In lessons, older pupils show standards in English and mathematics that are above average; they are achieving well.

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

### **Grade: 2**

The personal development of pupils is good and it is a strength of the school. The spiritual, moral, social and cultural development of the pupils is also good. They develop a very clear sense of care, support and respect for others. The result is a warm and welcoming atmosphere throughout the school, good behaviour in and outside lessons and very good relationships between all members of the school community. Pupils' enjoyment of school is demonstrated by their positive attitudes towards their learning. They are attentive in lessons and they work hard. Pupils are proud of their school and of their school motto 'A happy place to be'. A major reason why they are happy at the school is because they feel safe. They also know about the importance of keeping safe and they are aware of the dangers of talking to strangers. Pupils' understanding of what is required to live a healthy life is well developed. In their enjoyment of physical exercise and their choices of healthy food, they put their learning into practice. Pupils are developing into mature, well balanced and responsible young people. This is particularly to be seen in the way in which they meet visitors and conduct themselves in and out of lessons. Pupils make a positive contribution to the life of the school and the local community through the school council, fundraising for charity and their involvement in developing a new community play area close to the school. They enjoy these opportunities, which develop their self confidence and self esteem, as well helping them to understand their growing responsibilities as young citizens.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning overall are good and this enables the pupils to achieve well. Lessons are generally well organised, move at a brisk pace and challenge pupils with work that matches their capabilities. Good questioning effectively prompts and encourages pupils' thinking.

Opportunities are taken to develop speaking and listening and pupils are attentive and focussed. Teachers and teaching assistants make lessons interesting and as a result pupils enjoy their learning. Teachers have good subject knowledge and give clear explanations. Teaching assistants are well trained and well deployed. Pupils understand routines in lessons and quickly settle to work. They take a pride in their work and are eager to do well. Pupils have good attitudes to their work and this helps them to make good progress. In the very best lessons, teachers were willing to take risks and pupils responded enthusiastically to the challenges offered. Guidance is given to the pupils about how well they are doing. Work is marked regularly; good work is praised and rewarded; and comments generally provide information which will help pupils to understand how to improve. Assessment is used to discover how well pupils are learning and to inform planning. Although most teaching is good, and sometimes outstanding, it is not yet consistently high quality across the school. Teachers do not always make the most efficient use of time, and some lessons are not as exciting as they might be. There is exemplary practice in the school, particularly in Key Stage 2, but it is not yet being shared effectively amongst all teachers.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is satisfactory but it has some good features. It meets all statutory requirements and it is considerably enriched by visits to places of interest and by residential experiences. The curriculum in the Foundation Stage is good, especially the outdoor provision and the development of the children's knowledge and understanding of the world. There are good features of the curriculum at Key Stage 2, notably the teaching of French in Year 4 which is very popular with the pupils because it is taught in a lively and engaging manner. Pupils benefit considerably from valuable experiences in information and communication technology (ICT), they develop good investigative skills in science and they are fascinated by history. Literacy, for example, is well supported by ICT. These, along with the good personal, social and health education programme and the emphasis upon sport and physical education, contribute significantly to pupils' enjoyment of school and their understanding of healthy lifestyles. Pupils with learning difficulties and disabilities are well catered for because the curriculum is sensitively adapted by teachers to meet their needs. There are a number of well attended activities at lunchtime and the 'Out of Hours' club provides a good range of additional opportunities for extra curricular activities. However, the creative dimension to the curriculum, particularly in the arts, is under developed. The school is aware of this and is developing an approach where links between subjects are made stronger and where pupils can follow themes that involve several subjects and core skills.

## **Care, guidance and support**

### **Grade: 2**

The care, guidance and support the pupils receive are good. This is because staff know the pupils well. A close watch is kept on how well pupils are prospering academically and personally. As a result, their personal needs are well identified and full support given as necessary. The pupils value the help they receive from adults; for example, the learning mentor is appreciated for her guidance on personal matters. There are close and productive links with agencies, which can provide additional support, including community health services. Arrangements for safeguarding, including those for child protection and to ensure that adults in contact with pupils are suitable, are firmly in place. Transition arrangements from the Foundation Stage to

Key Stage 1 are of good quality, and the school strives to achieve a smooth transition to secondary education for pupils in Year 6. There is good provision for pupils with learning difficulties and disabilities and other vulnerable pupils, and they are fully included in all that the school offers. Children know their targets and can articulate how well they are doing; they are involved in evaluating their own work and this helps them to make good progress in their learning. The use of targets and learning contracts help parents to support their children's learning. The school is seen by parents as accessible and their response to the inspection questionnaire indicates a very high level of support for all the school's work.

## **Leadership and management**

### **Grade: 3**

Although pupils' achievement and personal development thrive on the good teaching and care they receive, the school's leaders do not have a sufficiently clear understanding of what works well and why. As a result, leadership and management are satisfactory. The headteacher is ably supported by an enthusiastic senior leadership team and dedicated staff. They are very successful in creating a positive learning atmosphere in which pupils' enjoyment of school is nurtured. They work hard to ensure all pupils are effectively included and pastoral care and support is strong. Governors are dedicated to the work of the school. They meet regularly and are committed to developing the school at the heart of the local community. However, they do not do enough to challenge the school and to hold the headteacher and senior leaders to account on educational issues in order to raise standards. Financial control is generally secure; the school's finances are managed carefully and efficiently, resulting in satisfactory value for money. The headteacher and senior leaders have developed a system for self evaluation and it has linked the outcomes of this process to the school development priorities. As a result, the school improvement plan satisfactorily identifies key areas for development and suggests appropriate strategies for delivery. The school has tackled the issues raised in the previous report. Arrangements are in place to check the work of the school but these are not carried out rigorously, consistently or regularly enough. The headteacher and senior leaders do not monitor the work of staff closely enough to ensure improvement in classroom practice. Nor do they have a comprehensive overview of pupils' progress throughout the school in order to tackle possible underachievement. They are aware that these are areas for development and they are determined to improve pupils' progress and to raise standards even further.

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## Annex A

## 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>
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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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
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

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
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	2

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<b>How well are learners cared for, guided and supported?</b>	2

<sup>1</sup> 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.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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	2
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?	Yes
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

The Pupils

Lockwood Primary School

Boosbeck

Saltburn-by-the-Sea

TS12 3BL

16 March 2007

Dear Children

Thank you for welcoming me and my colleagues to Lockwood School. We were very impressed by how thoughtful and polite you were, and how clearly you could tell us about your school.

You told us that you think Lockwood is a good school and we agree. We thought that there were some particularly good things about it. For instance, we think that your teachers and the teaching assistants teach you well. They explain things clearly and make sure that you have interesting things to do because they want you to succeed. You are making good progress in all your work but we want you to do even better!

The atmosphere in the school is very welcoming and you are caring and respectful towards others. Your behaviour was very good, around the school and in lessons, where you concentrate hard. We think all the adults at Lockwood care for you well and you told us that you felt safe in school. As a result, we think that the motto you have on the red tops you wear is a good one. We think your school really is 'a happy place to be'!

Your headteacher, the staff and the governors are determined to make the school even better. We agree that Lockwood School can be better and we have asked Mr Hopkins, Mrs Walker and all your teachers to:

- ensure that they share all their good ideas with each other so that you have the very best teaching
- make sure that you have more opportunities to study creative subjects in depth and so have a better education
- keep a close check on how well you are doing so that you can make the best progress possible.

These are the ways in which we think your school could be better but we want you to help your teachers to make them work. From what we saw when we were with you, though, we are sure you will!

Please thank your parents for sending in so many questionnaires. They also think that Lockwood is a good school.

We very much enjoyed our time in your school. Thank you for being so helpful.

Best wishes for the future

Yours sincerely

Michael Maddison

Her Majesty's Inspector of Schools