

Lobley Hill Primary School

Inspection report

Unique Reference Number	108369
Local Authority	Gateshead
Inspection number	324755
Inspection dates	24–25 June 2009
Reporting inspector	Paul Hancock HMI

This inspection was carried out under section 8 of the Education Act 2005 under pilot arrangements; it was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	367
Government funded early education provision for children aged 3 to the end of the Early Years Foundation Stage	99
Appropriate authority	The governing body
Chair	Rev R K Hopper
Headteacher	Mr A Tricoglus
Date of previous school inspection	May 2006
School address	Rothbury Gardens Lobley Hill Gateshead Tyne and Wear NE11 0AT
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Introduction

This pilot inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. The inspectors visited 16 lessons and held meetings with governors and staff. Inspectors met and talked with pupils in lessons and around the school. They observed all aspects of the school's work and looked at 111 completed parent questionnaires. Pupils' work and school documentation such as safeguarding information and records of pupils' progress were examined.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- achievement and progress of all groups of pupils at Key Stage 1
- extent of improvement in writing in Years 1 and 2
- rigour of assessment practice, particularly at Key Stage 1
- accuracy of the school's own evaluation on teaching, learning and progress
- quality of leadership and management at all levels.

Information about the school

Lobley Hill is a larger than average primary school and many pupils come from average social and economic circumstances. It is a school centre for initial teacher training. The number of pupils who do not speak English as their first language or come from minority ethnic groups is well below average. There are fewer pupils with a statement of special educational needs than usually found, although the number of pupils with learning difficulties and/or disabilities is above average.

Inspection judgements

Grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Overall effectiveness

2

Capacity for sustained improvement

2

Main findings

Lobley Hill is a good school. It has improved since the last inspection, for example, the Early Years Foundation Stage was good three years ago and is now outstanding. The school provides a very good climate for learning in which all the different groups of pupils, including those with English as an additional language and with learning difficulties and/or disabilities, make good progress.

Children start in the Early Years Foundation Stage with below average attainment, and for a significant proportion of pupils it is well below average. Attainment is average to below average for many pupils at the end of the Early Years Foundation stage, as a result of the good progress they make. Progress at Key Stage 1 is not as rapid. The quality of writing has improved since the last inspection and the school is aware there is more work to be done to match the attainment found in the early years and at Key Stage 2.

Attainment by the end of Year 6 is above average and, taken overall, pupils make good progress during their time at the school. Inspection evidence confirms the school's view that teaching is consistently good and helps all pupils to achieve well. The school knows that increasing the proportion of outstanding teaching is central to raising attainment and achievement further. Assessment practice is very good and used well to support learning. Pupils have a clear understanding of their targets from an early age and know what they need to do to improve.

A particular strength is the excellent care, guidance, and support for pupils which are available throughout their time at the school. The curriculum meets the children's needs very well. Pupils find it interesting and relevant, for example, using train timetables to plan a visit to a museum in York in a Year 5 numeracy lesson. The quality of the Early Years Foundation Stage is outstanding. Pupils make rapid progress and have the best possible starting point when they join the class in Year 1.

The headteacher and senior leadership team provide very strong leadership and closely monitor the work of the school. Senior leaders are effectively supported by the governing body and governance is good. The school strategy to promote community cohesion at local and international levels is good, for example, through links and visits to China. The school demonstrates good capacity to sustain improvement and value for money is good.

What does the school need to do to improve further?

- Improve a significant proportion of the consistently good teaching to become outstanding.
- Increase the rate of progress in literacy and numeracy at Key Stage 1.

Outcomes for individuals and groups of pupils

2

All the different groups of pupils, such as those with English as an additional language, make good progress and attainment overall is above average. Results at the end of Key Stage 2 in 2008 were significantly higher than average in English and mathematics. School and national data confirm results at Key Stage 1 in 2008 were not as good because of weaker literacy skills and a larger proportion of pupils starting with well below average attainment. Inspection evidence confirms recent school tracking data that show improvements at Key Stage 1 are set to continue.

Pupils thoroughly enjoy their learning in classrooms. They concentrate for long periods of time and think very carefully before providing very good answers to teachers' challenging questions. Support for pupils from minority ethnic groups, those learning English as an additional language, and pupils with learning difficulties and/or disabilities is very effective. Staff work closely together as a team to make sure all pupils achieve well.

Pupils feel safe in the school and behaviour is excellent. They learn about healthy lifestyles and adopt a mature approach, for example, a group in a Year 6 class learning about recycling concluded that the contents of a commercially produced packed lunch were an unhealthy option.

Attendance is average. There is a significant proportion of authorised absence during term time at the request of parents. Spiritual, moral and cultural development is an outstanding feature and pupils' sense of social responsibility and care for each other is highly developed at an early age. Pupils make a very good contribution to the school and community life through a wide range of activities such as the school council and Lobley Hill community festival. Workplace and other skills that contribute to pupils' future economic well-being are well developed, for example, through enterprise projects such as designing and marketing a calendar.

These are the grades for pupils' outcomes

Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with learning difficulties and/or disabilities	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

and their progress	
How well do pupils achieve and enjoy their learning?	2
To what extent do pupils feel safe?	1
How well do pupils behave?	1
To what extent do pupils adopt healthy lifestyles?	1
To what extent do pupils contribute to the school and wider community?	2
Pupils' attendance ¹	3
How well do pupils develop workplace and other skills that will contribute to their future economic well-being?	2
What is the extent of pupils' spiritual, moral, social and cultural development?	1

How effective is the provision?

The consistently good teaching is characterised by very good subject knowledge, rigorous planning to capture pupils' needs and interests, and challenging questions which generate rapid gains in learning. An outstanding feature is the excellent relationships between staff and pupils. The climate for learning is purposeful and challenging targets are used very effectively to drive progress and achievement. Inspectors' visits to lessons and evidence from school monitoring show there is insufficient outstanding teaching. The match between pupils' work and the needs of individual pupils is not always at its best.

Learning and attainment are regularly assessed and the information is used well to review progress and set new targets. Marking and feedback to pupils is good. Opportunities to reinforce learning are sometimes missed, for example, to correct spelling errors to improve literacy skills in all subject work books. The curriculum is good and provides rich experiences which the pupils and parents value. It makes a large contribution to pupils' achievement, particularly at Key Stage 2, and significantly improves their well-being and development. The care, guidance and support provided by staff are outstanding. It is very well targeted and work with parents, carers, pupils and outside agencies is highly effective.

These are the grades for the quality of provision

The quality of teaching	2
The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Very strong leadership and clear vision by the headteacher and the senior leadership team ensures the school continues to improve and moves in the right direction. They have a secure understanding of how well the school is doing and what action is

required to continue the upward trend of improvement. The safety and success of every pupil is at the centre of the school's work and all staff are fully involved in making sure this happens. Discrimination and barriers to learning are tackled very well and the promotion of equal opportunities is outstanding. Parents and carers are successfully involved in decisions about their children's learning and well-being.

Governance is good and the governing body supports and challenges the school well. Governors are very committed, involved in all aspects of school life and statutory responsibilities are fully met. Partnerships with other schools and the local parish are outstanding and have a very positive impact, for example, on the curriculum through the school centre for initial teacher training and on pupils' spiritual and moral development. There is a clear sense of community cohesion in the school and strong links exist with the wider community and other countries. Pupils' understanding is extended through links and visits recognised by the International Schools award.

These are the grades for leadership and management

The effectiveness of leadership and management in communicating ambition and driving improvement	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Outcomes for children in the early years are outstanding. Children make very good progress often from low starting points and many reach average levels of attainment by the time they leave. The school works closely with parents when they enter the Nursery, through home visits, parents working in school on projects, and setting targets in the first six weeks of the first term to ensure children achieve as well as they can.

Children show high levels of independence and relate very well to adults and their peers. A stronger emphasis on linking letters and sounds, in the last two years, is significantly raising achievement.

Children with learning difficulties and/or disabilities achieve equally as well as other groups of children. Teaching is very good and children's progress is regularly assessed. Children's understanding of the need to eat healthily is excellent. Indoor

and outdoor areas are stimulating and well organised to promote independence. The climate for learning is excellent. Leadership and management are outstanding and children's safety and well-being is exemplary. All children's needs are met very well. Excellent links with parents, carers and providers help children get a flying start to their education.

Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management in the Early Years Foundation Stage	1
Overall effectiveness of the Early Years Foundation Stage	1

Views of parents and carers

The vast majority of parents and carers who responded to the questionnaire are happy with their children's experience at the school. There were no trends or patterns in the very small number of criticisms received. Almost all parents and carers praised the work of the school. Two, typical comments were 'I have been extremely happy with Lobley Hill as it has always had an excellent environment and standards of care' and 'We are very pleased with the calibre of the staff who teach in a dynamic and dedicated atmosphere where the pupil is at the centre of everything they do'.

Ofsted invited all the registered parents and carers of pupils registered at Lobley Hill Primary to complete a questionnaire about their views of the school. If a parent has more than one child at the school, we ask them to record an answer against all the questions, for each of their children.

The inspection team received 111 completed questionnaires. In total, there are 367 parents and carers registered at the school.

	Always	Most of the time	Occasionally	Never
Overall, I am happy with my child's experience at this school	95	14	0	2

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs. In 2007-8, 15% of schools were judged to be outstanding.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well. In 2007-8, 49% of schools were judged good.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. In 2007-8, 32% of schools were judged satisfactory.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. In 2007-8, 5% of schools were judged inadequate.

Common terminology used by inspectors

Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Achievement:	the progress and success of a pupil in their learning, training or development. This may refer to the acquisition of skills, knowledge, understanding or desired attributes. Attributes include qualities or personal competencies which are important to the development of the pupil; for example personal, social, cultural, emotional or health.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.



26 June 2009

Dear Pupils

Inspection of Lobley Hill Primary School Gateshead NE11 0AT

Thank you for all your help when I inspected the school with my colleagues. Please would you pass on my thanks to your parents and carers for returning the questionnaires and say we took all their views into account. I thought you might like to know what we thought about your school.

- Lobley Hill is a good school which has improved since the last inspection.
- You make good progress during your time at the school and standards are above average by the time you leave.
- The quality of teaching is consistently good.
- You feel safe and the care, guidance, and support you receive are outstanding.
- Leadership and management at all levels are good and make sure the school continues to improve.

Your teachers and the staff want to make the school even better. To help them do this, I have asked if they would:

- improve a significant proportion of the consistently good teaching to become outstanding
- increase the rate of progress in literacy and numeracy at Key Stage 1.

I wish you every success in all you do in the future.

Yours faithfully

Paul Hancock HMI

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