

Hetton Lyons Primary School

Inspection report

Unique Reference Number	108797
Local Authority	Sunderland
Inspection number	324836
Inspection date	7 November 2008
Reporting inspector	Derek Sleightholme

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	460
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Peter Corbett
Headteacher	Dr Alan Thomas
Date of previous school inspection	1 January 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Four Lane Ends Hetton-le-Hole Houghton-le-Spring DH5 0AH
Telephone number	0191 5536744
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Age group	4–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Inspectors evaluated the overall effectiveness of the school and investigated the following issues:

- the effectiveness of provision in the Early Years Foundation Stage (EYFS)
- the effectiveness of strategies used to raise standards, especially closing the gap between boys' and girls' attainment and actions to make sure all pupils achieve as well as they can
- the effectiveness of all leaders and managers in promoting community cohesion.

Evidence was gathered from discussions with senior leaders, the chair and vice-chair of governors, the EYFS leader and a group of Year 6 pupils. In addition, parts of lessons were observed, school documents, samples of pupils' work and the parents' questionnaires were scrutinised. Other aspects of the school's work were not investigated in detail but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

This is a large primary school. The number of pupils eligible for free school meals is above average. The proportion with learning difficulties and/or disabilities is above average, although a well below average percentage has a statement of special educational needs. Most pupils are from White British backgrounds and none is at an early stage of acquiring English. The EYFS provision is a Reception unit.

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. Pupils' personal development and well-being and the effectiveness of school leaders in promoting improvement are outstanding. The high regard most parents have for the school is typified in one of their comments: 'Hetton Lyons is a brilliant school'.

Achievement is good. Children make good progress in the EYFS. All pupils achieve equally well and make good progress from Year 1 to Year 6. By the end of Year 2, current standards are average in reading, writing and mathematics. Current standards in Year 6 are above average. Progress is particularly good in reading, speaking, listening and noticeably good in science where pupils say they enjoy practical experiments. Pupils with learning difficulties and/or disabilities make good progress because they benefit from good, sensitive support and guidance provided by skilled assistants. In the 2007 Year 6 national tests, results overall were above average. They were average in English and mathematics and above average in science. The 2007 assessments at the end of Year 2 and results in Year 6 showed girls outperforming boys. This inspection has shown boys and girls have similar positive attitudes to learning and they now make similar good progress. The provisional 2008 Year 6 results show standards are above average and are expected to show the improvements made by 2007 have been sustained. The marked improvement in test results since 2005 can be traced to school leaders' unwavering focus on raising standards.

Pupils love coming to school and their attendance is above average. In their time at school, they become courteous, polite, reflective and responsible individuals. Their behaviour is outstanding. Through service as school councillors, known as the 'Lyons Roar', pupils have contributed to the development of the new school building, for example, by suggesting corridor names. Pupils feel very safe knowing they can access the support of a playground buddy or a member of staff. They value exercise highly. Through their efforts, the school has gained the Activemark and accreditation as a 'Healthy School'. Pupils' success in acquiring basic skills and their involvement in experiencing running stalls at coffee mornings prepare them well for their future lives. One said, 'I intend to use my school achievement awards on my CV'. Pupils make an outstanding contribution to the local community. During the inspection, pupils from the highly acclaimed school band practised 'The Last Post' to be played at the local memorial on Remembrance Day.

Teaching and learning are good. Expectations are high and relationships are positive. Lessons are lively and tasks are well managed. Many concepts, such as capacity in mathematics, are taught through first-hand experiences. Programmes to improve writing techniques, such as applying punctuation and improving vocabulary, have contributed directly to higher standards in writing. The curriculum is good and meets requirements. The priority given to developing basic skills of numeracy, literacy and information and communication technology (ICT) has led directly to the upward trend in standards. The curriculum helps to enrich learning well through the use of visits and visitors. Good sports partnerships ensure pupils' games skills are acquired from specialist coaches. Good international links help pupils to understand distant people and places. Care, support and guidance are good. Child protection, risk assessments and safeguarding meet requirements. The rigorous procedures are expressed clearly in a parent's written comment: 'The care for the children comes first'. Assessment practices are diligently applied. The school tracking system is used effectively to monitor the rate of improvement of each pupil. The data help leaders place pupils with learning difficulties and/or disabilities on intervention programmes to meet their specific needs. Setting of targets is promoted effectively through classroom

displays and in pupils' workbooks. Pupils' completed work shows constructive marking which provides them with clear feedback on success and good direction on how to improve. They are encouraged in lessons to check their progress against clear measures.

Leadership and management are good. The headteacher provides focused leadership and leads a team of very effective managers. Important outcomes of leadership are improving standards, teaching and learning, curriculum, care, support and guidance and outstanding personal development. Leaders use robust monitoring practices. This ensures their self-evaluation is an accurate picture of the school. Leaders have been effective in ensuring the school contributes well to community cohesion within the local setting. Strong local partnerships enhance pupils' learning experiences. A weakness, already recognised by the school, is that pupils' understanding of the richness and diversity of modern British society is insufficiently promoted. Governance is good. Governors and school leaders have managed well the transition into new premises. Given the good improvement since the previous inspection, the school has a good capacity for further improvement.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Provision in the EYFS is good. Children enter Reception with skills and abilities that are below those typically found. Progress is good in all areas of learning. Children enjoy learning in this safe and attractive Reception unit. Good levels of care stem from strong links the school has with nurseries that feed the school. Consequently, staff know children's achievements before they start school and can plan appropriately for them. Children have plenty of opportunities for independent learning. Skilled adults, who engage children well, plan challenging activities across all six areas of learning. For example, a recent woodland visit has resulted in children using natural materials they found very well in their creative play. The newly developed outdoor area incorporates innovative and exciting activities. Each adult is responsible for a group of children. They carefully record what they see and use the information well to plan the next learning steps.

Children's personal development is very strong. They are confident, show very good attitudes to learning and their behaviour is excellent. Daily teaching of phonics has accelerated progress in reading and writing skills. Progress in calculation is slower because there are missed opportunities for children to practise the skills taught through play. By the time they move on to Year 1, children are very close to the standard expected and working within the early learning goals. Leadership in the EYFS is good. The leader has worked hard to develop a collegiate approach and establish the EYFS as a unit. Teamwork is good. Assessment procedures are applied consistently and data are analysed effectively. The leader analyses data and identifies ways to enhance learning. Staff attend regular training and disseminate new ideas.

What the school should do to improve further

- Promote pupils' understanding of the richness and diversity of modern British society.

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Annex A

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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ 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/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

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

The quality of provision

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

10 November 2008

Dear pupils

Inspection of Hetton Lyons Primary School, Sunderland, DH5 0AH

Thank you for making our day in your school so enjoyable. We enjoyed meeting you, visiting your classrooms, looking at your books and displays and talking to you about your school. You were friendly and polite and we were impressed by your excellent behaviour.

These are the things we found out about your school during our visit. You attend a good school. All the people who work in school are doing a good job and it is a happy, friendly place to be. Several aspects, such as your personal development, are outstanding. You told us that you understand the importance of being fit and healthy. We know you feel safe and know how to get help. Your behaviour is outstanding and your attendance is good. Your school leaders have devised a good learning programme for you to follow that makes learning interesting and challenging. We know you have been successful at raising funds for good causes and that you make an excellent contribution to local events in and around Hetton. The staff provide you with good care. They organise good support for those of you who need extra help quickly. You receive good guidance on how to improve your work and clear targets to work towards.

Good teaching ensures learning is fun. You told us how much you enjoy the activities. Consequently, you make good progress throughout the school. You play your part by working hard in lessons. Most of you have reached average standards by Year 2 and above average standards by Year 6. We are impressed by the improvements you are making in writing and the progress you make in reading, speaking, listening and science. Well done!

There is one thing the school could do better:

help you to understand that life for many in modern Britain is often very different from the place where most of you live.

We wish you and all the staff the very best for the future.

Derek Sleightholme and Gianna Ulyatt

Inspectors