

# Lyndhurst Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	106192
<b>Local Authority</b>	Tameside
<b>Inspection number</b>	336630
<b>Inspection dates</b>	16–17 June 2010
<b>Reporting inspector</b>	Barbara Flitcroft

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 of pupils on the school roll</b>	228
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr John Reynolds
<b>Headteacher</b>	Mrs Jane Woolfenden
<b>Date of previous school inspection</b>	18 October 2006
<b>School address</b>	Hill Street Dukinfield Cheshire SK16 4JS
<b>Telephone number</b>	0161 3307220
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## Introduction

This inspection was carried out by three additional inspectors. They visited 13 lessons and observed seven teachers. Meetings were held with parents, groups of pupils, governors, the School Improvement Partner and staff. The inspectors observed the school's work, and looked at a range of documentation including data about pupils' progress and attainment, the school's planning documents, policies, risk assessments and records. They reviewed information provided by the parents and carers in the 47 questionnaires that were returned, together with information from staff and pupils.

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

- how well different groups of pupils achieve in a range of subjects
- how school develops the spiritual, moral, social and cultural understanding of pupils
- the quality of teaching and assessment throughout the whole school, including the Early Years Foundation Stage.

## Information about the school

This is an average-sized primary school with a larger than average proportion of girls. The proportion of pupils with special educational needs is average. The proportion of pupils eligible for a free school meal is higher than the national average. The number of pupils who enter or leave the school at times other than the usual transition points is lower than average. Most pupils are from White British backgrounds, with a few from other heritages. A very small number of pupils are learning English as an additional language when they join the school.

Since the previous inspection, governors have appointed a new headteacher and a new deputy headteacher. The school has faced two years of disruption following a fire which devastated major parts of the previous building. The new school building houses Sure Start facilities which do not form part of this inspection. A breakfast club is run by the school.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

This caring, inclusive school is the hub of the community it serves and provides a satisfactory standard of education for its pupils. Governors and senior leaders have worked hard to ensure this school community rises from the ashes stronger than before the devastating fire. The school's leaders have established a systematic approach to tracking and reviewing the progress pupils make. This has recently started to impact on pupils' progress, for example, there are improving trends in English. Monitoring and evaluation systems enable senior leaders and governors to know the school well so their self-evaluation is mainly accurate. They ensure that all staff share the drive for improvement. Altogether, the school's capacity for continuing to improve is satisfactory.

Overall, the quality of teaching, learning and the curriculum are satisfactory and result in attainment that is broadly average. Teachers and support staff have good relationships with their pupils. Pupils behave well, feel safe and are keen to take on responsibilities. Not all teachers have sufficiently high expectations of pupils. On the occasions when different groups of pupils are not sufficiently challenged and stretched during lessons, they do not learn as well as they might. In writing, pupils are given focused advice to improve the standard of their work. However, this good quality feedback is not given for other subjects. The school is currently involved in beneficial partnerships to improve its performance. It is aware that more needs to be done to improve the quality of teaching and therefore quicken the pace of progress for pupils. The school is caring and inclusive and provides well for lower attaining pupils, those whose circumstances have made them vulnerable and those with special educational needs and/or disabilities; as a result, these pupils make the expected progress.

The school has responded well to help from the local authority to start improving the Early Years Foundation Stage. Some improvements can be seen in the indoor and outdoor activities on offer to the children but there is more to be done before the shared vision for the provision becomes a reality. Planning lacks sufficient detail about what children are to learn and the role of support staff. Staff do not yet judge accurately enough when making assessments of children's learning.

## What does the school need to do to improve further?

- Raise attainment and accelerate pupils' progress by:
  - improving the quality of teaching to that of the best
  - increasing the use of assessment to support learning
  - developing high quality marking and feedback which tells pupils how to improve

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their work in all subjects.

- Drive further improvement in the Early Years Foundation Stage by:
  - including more detail in planning which identifies learning intentions for children and how staff will play their part in developing the children's skills
  - ensuring staff have a sound understanding of national assessment criteria and apply this accurately when evaluating children's learning.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

**Outcomes for individuals and groups of pupils****3**

Pupils work well with a partner or in groups and this is helping them to become more confident learners. In the best lessons they are alert and responsive and show enthusiasm and interest in learning. In some lessons, where insufficient challenge is provided for them, some pupils do not attain as well as they might and do not know what they need to do to improve their work. Pupils make satisfactory progress, reaching broadly average standards in English, mathematics and science by the end of Key Stage 2. Attainment was significantly below average in mathematics and science in 2009; however, scrutiny of pupils' work and teachers' assessment data shows that most pupils are on track to reach expected levels by the end of this year. The school's tracking information shows that pupils make progress more rapidly in English than in mathematics because of the extra help in literacy delivered by a committed team of support staff. Pupils with special educational needs and/or disabilities achieve satisfactorily as a result of the targeted support given to those with additional needs in this inclusive school.

Pupils show a satisfactory understanding of issues relating to healthy living. When selecting their morning snack, some pupils prefer not to choose a healthy option. Pupils have a good understanding of personal safety. They and their parents and carers, agree that school is a place of safety. Pupils enjoy taking responsibility as school councillors, eco warriors and play leaders. Despite the school's efforts to promote good attendance, a small number of families have not been able to ensure that their children attend regularly; attendance is average. Spiritual, moral and social development is good; cultural development is satisfactory and the school recognises that it needs to widen opportunities for cultural understanding. The vast majority of pupils work well collaboratively and apply their basic skills in a range of contexts. This means they are satisfactorily equipped for the next stage in their education.

*These are the grades for pupils' outcomes*

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>3</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

The quality of teaching is uneven but ranged from satisfactory to outstanding during the inspection. The majority of lessons seen were satisfactory. Where teaching is most effective, lessons are well planned and take the whole range of pupils' needs into account so that all have an appropriate level of challenge. In these lessons, the pace of learning is brisk, enjoyment is evident, teachers use questioning well to develop pupils' thinking, and feedback to pupils directs them to achieve the next steps in their learning. However, in some lessons, the tasks for some groups are too easy and the pace of learning is not fast enough. Information and communication technology is often used effectively to add interest to lesson delivery. Teachers often assess pupils' learning in lessons but do not always use their findings to help them to plan the next steps. Teaching assistants make a useful contribution to pupils' learning, particularly those pupils who have additional needs. Support strategies and interventions are used well. The curriculum meets statutory requirements and is enriched by some valuable opportunities for pupils to develop skills in sports and the arts, and by modern foreign language provision in Key Stage 2. Partnerships with various groups help to add local interest. Spiritual, moral and social development is well embedded in the daily routines of pupils; however, cultural development is not as strong. The school provides a high level of care, guidance and support for all pupils. Good induction and transfer procedures ensure children are familiar with the school when they start Nursery and that pupils are ready for the next stage in their education when they leave Year 6. A breakfast club offers a welcome start to the school day. Midday supervisors are instrumental in creating interesting activities for pupils during the lunch break, helping

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to promote good behaviour.

*These are the grades for the quality of provision*

<b>The quality of teaching</b> Taking into account: The use of assessment to support learning	<b>3</b>
	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

### How effective are leadership and management?

Since the last inspection leaders and managers have focused more sharply on their priorities for improvement and all staff are committed to the drive to quicken the rate of pupils' progress. School leaders have welcomed the support of partners and the local authority in the vision for improvement. The supportive and knowledgeable governing body holds the school to account to achieve the best for the community it serves. Good relationships prevail between parents and carers, and staff. The school has made excellent use of the skills of some parents and groups in the local community and beyond to improve the blank canvas of the new building into an array of colourful, blossoming gardens, activity areas and allotment beds. The school website, which is also a result of parental efforts, together with regular newsletters and notices, aids communication well. The school complies well with government requirements for safeguarding and follows recommended good practice throughout. Its inclusive ethos supports equal opportunities and pupils' entitlement to education satisfactorily. The school works with outside agencies and the high schools to support pupils' health, welfare, social and learning needs satisfactorily. Leaders have completed an audit in relation to promoting community cohesion and the school is progressing well through its action plan. It promotes cohesion exceptionally well in the local community, has links with the wider area and is developing the global aspect of this work.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b> Taking into account: The leadership and management of teaching and learning	<b>3</b>
	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>

<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children settle quickly into the Early Years Foundation Stage because the induction process involves parents and carers in meetings and visits to the Nursery. Children are admitted with skills generally lower than those expected for three-year-olds. Since the last inspection, children have made satisfactory progress through the Early Years Foundation Stage but sometimes start Year 1 with skills still below those typically expected at this stage. Social skills are developing well as children learn how to take turns and how to play with, rather than alongside, others. Children behave well and willingly join in activities they have chosen or those led by an adult. There are positive relationships between staff and children, particularly within the key worker groups. School routines are made clear. Interesting activities are available in all the areas of learning in the Nursery and Reception unit, including the outdoor learning area, however planning lacks sufficient detail to ensure all staff know how to maximise learning and development. Leaders are aware that not all staff evaluate children's learning and outcomes accurately enough. There are plans for developing their ability to make these judgements.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

About one quarter of parents and carers responded to the questionnaire and a very small number spoke with an inspection team member during the inspection. A large majority of those who responded said they agree or strongly agree that they are happy with their children's experience at the school. This is in line with the inspection team's judgement on the school's satisfactory overall effectiveness. A very small minority of parents and carers were critical of the way school leaders took account of their views or



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dealt with unacceptable behaviour. Inspectors are not able to endorse these views. During the inspection, evidence indicated that the views of the parents' forum are acted upon and behaviour incidents are managed effectively.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Lyndhurst Community Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 47 completed questionnaires by the end of the on-site inspection. In total, there are 228 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	18	38	24	51	5	11	0	0
The school keeps my child safe	23	49	24	51	0	0	0	0
The school informs me about my child's progress	23	49	19	40	5	11	0	0
My child is making enough progress at this school	18	38	27	57	2	4	0	0
The teaching is good at this school	17	36	25	53	4	9	0	0
The school helps me to support my child's learning	18	38	24	51	3	6	0	0
The school helps my child to have a healthy lifestyle	17	36	30	64	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	17	36	24	51	5	11	0	0
The school meets my child's particular needs	18	38	25	53	3	6	0	0
The school deals effectively with unacceptable behaviour	17	36	20	43	3	6	6	13
The school takes account of my suggestions and concerns	17	36	22	47	6	13	0	0
The school is led and managed effectively	20	43	19	40	1	2	5	11
Overall, I am happy with my child's experience at this school	18	38	26	55	3	6	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
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.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
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.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



18 June 2010

Dear Pupils

Inspection of Lyndhurst Community Primary School, Dukinfield, SK16 4JS

Thank you for making members of the inspection team so welcome when we came to your school recently to see how well you were doing. We enjoyed talking to you and seeing you at work and at play. We agree with your parents and carers that you are in safe hands and we know that you enjoy school.

You get on well with your teachers, adults in school and your friends. You know how to keep yourselves safe and healthy; however, some of you choose to bring unhealthy snacks at break times! You are making satisfactory progress in your learning and reach average levels by the time you leave.

There is still a lot of work to be done to make Lyndhurst the best school that it can possibly be; your school leaders know how to improve it.

I have asked the governors, headteacher and staff to continue the drive to raise standards and achievement by:

- making sure that all of your teachers expect you to work hard in every lesson and give you useful advice on what you do well and how to improve your work
- improve further the Early Years Foundation Stage so that the youngest children have the best start at your school.

You can play your part in improving your school by always giving your best efforts in your school activities and by all being there every day...oh and cut out the unhealthy snacks please because you do know better!

Yours sincerely

Mrs Barbara Flitcroft

Lead inspector

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