

Lynnfield Primary School

Inspection report

Unique Reference Number	111590
Local Authority	Hartlepool
Inspection number	337705
Inspection dates	7–8 July 2010
Reporting inspector	Moira Fitzpatrick

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	331
Appropriate authority	The governing body
Chair	Cllr Carl Richardson
Headteacher	Mrs Joy Lowe
Date of previous school inspection	Not previously inspected
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Introduction

This inspection was carried out by three additional inspectors. All teachers were seen teaching and inspectors visited 18 lessons. Inspectors held meetings with pupils, members of the school council, staff, the parent support assistant and governors. They observed the school's work and looked at a range of documents including the school improvement plan, monitoring and progress reports, minutes of meetings of the governing body, and safeguarding policies and procedures. They also examined the school's tracking data to assess the progress made by all groups of pupils and looked at the work done by pupils in the current year. Inspectors also analysed 100 questionnaires returned by parents and carers, and questionnaires returned by 26 staff and a sample of 81 pupils.

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

- if all groups of pupils make similar progress, especially those with English as an additional language and those with special educational needs and/ or disabilities
- if the trend of rising attainment and improved progress seen in published data is being sustained
- how well leadership and management at all levels and governance contribute to school improvement.

Information about the school

This school is larger than average for its type. It comprises a mixed community, the majority of which is mainly White British, with about a quarter of pupils from Asian heritage, mainly Bangladeshi and Pakistani families. The proportion of pupils who speak English as an additional language is about average, though only a small number are at an early stage of learning English. The percentage of pupils known to be eligible for free school meals is over twice the national average. The proportion of pupils with special educational needs and/or disabilities is about average, so too is the proportion with a statement of special educational needs. The school shares the site with a Children's Centre, which was not a part of this inspection. There is a high level of pupil mobility, with many more pupils than is usual moving in and out of the school during the year. The school holds numerous awards, including Healthy School status, Basic Skills award and Eco Schools Silver award.

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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. It is a happy, vibrant and safe place for pupils to learn. Some aspects of its work are outstanding. Parents and carers are very positive about the school and one parent's comment speaks for many. 'They do a fantastic job supporting the children whatever their needs. A brilliant, brilliant school.' Inspectors support this view; they found care, guidance and support to be outstanding. It is the strong foundation on which pupils build their success and their enjoyment of school. Staff know pupils well and are always alert to their needs. Pupils trust them and are confident they will always be supported to overcome problems and be successful.

All pupils achieve well and make good progress, no matter what their starting points. Pupils with English as an additional language, and those with special educational needs and/or disabilities, are well supported to make the same good progress as others. By Year 6 pupils reach average standards. Despite good and sometimes excellent progress in Years 1 and 2, many pupils do not reach the level expected for their age in reading, writing and mathematics by the end of Year 2, and attainment here is significantly below what is usual for pupils of this age.

Teaching is good and sometimes outstanding. Teachers use their good knowledge of pupils to set work which challenges, motivates and brings success. Pupils relish working hard to please their teachers and time is always well used for learning.

The well planned curriculum has a good emphasis on developing pupils' basic skills, which helps their learning in the wider curriculum; this is less evident in Key Stage 1. In the Early Years Foundation Stage, outdoor provision is not as well developed or as stimulating as that indoors, which reduces opportunities for their learning. Creative partnerships are developing pupils' special interests and talents well. Behaviour is good and pupils show good spiritual moral, social and cultural development. They are tolerant and celebrate differences in their school community. They make a good contribution to their own and other communities, often through the work of the school council.

Leadership and management are good in almost every respect. Rigorous and accurate evaluation of the school's work by senior leaders and all staff, has seen standards rise and all aspects of provision improve significantly since the previous inspection. The headteacher's rigour and determination have inspired staff to fully support her vision for improvement. Teamwork is excellent and morale is high. Governors are very supportive of the school, though they do not monitor its work as systematically as they need to in order to have the good knowledge required for effective strategic development. Given its accurate self-evaluation and record of improvement the school is well placed to improve further.

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What does the school need to do to improve further?

- Raise attainment in reading, writing and mathematics by the end of Year 2, by further developing opportunities for pupils to use their basic skills in all areas of learning.
- Improve outdoor provision in the Early Years Foundation Stage, by:
 - – ensuring that all areas of learning are represented outdoors so that children are motivated to spend time and learn in the fresh air
 - – extending the outdoor learning area so there is enough space for Nursery and Reception children to work together outdoors
 - – improving access to the outdoor area so that children are tempted to explore the activities available.
- Develop the role of governors in monitoring and evaluating the work of the school systematically and rigorously, so they have a basis for deciding on strategic developments.

Outcomes for individuals and groups of pupils

2

Pupils of all abilities, including those with special educational needs and/or disabilities, and pupils who speak English as an additional language, achieve well and make good progress because they feel safe and happy in school. In all classes, pupils work hard, because they are clear about their targets and they want to please their teachers. They enjoy the challenges and targets that teachers set and are confident that they will be supported to reach these. Pupils say they enjoy the opportunities to work with partners or in a group. Their eagerness to learn makes lessons buzz with excitement and activity and pupils are rightly proud of what they achieve by the end of the lesson. Attainment has been rising since the last inspection and is now broadly average by the end of Year 6. Attainment at the end of Year 2 is still low, although it too is rising as the school's new systems for teaching basic skills are embedding.

Pupils' good and sometimes excellent behaviour and the good support they give to each other help lessons to run smoothly. Pupils have a good understanding of how to stay healthy and fit and assess risks to their own well-being. They say they feel safe and have high levels of trust in adults, who they know will help if they have problems. Pupils make a good contribution to their own community by being friendly and tolerant, and acting as mentors for younger pupils and playground pals. They enjoy having a say in how the school improves through the school council. They are good fund raisers and are always eager to help those beyond their school who may need support. By the time they leave in Year 6, pupils are well prepared for the next stage of learning.

These are the grades for pupils' outcomes

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

How effective is the provision?

Good teaching is based on thorough and detailed planning which takes account of each pupil's previous learning. Consequently, tasks are well matched to pupils' needs and provide a good level of challenge; this keeps pupils motivated and working hard. Very good use is made of modern technologies to add pace and interest to lessons. Teachers know their pupils well and have a good understanding of what interests them. For example, Year 6 pupils were engrossed in exploring feelings and language associated with 'Leaving' so they could write poems about moving on to secondary school. When teaching is outstanding, the level of challenge is very high, pupils are actively involved and lessons move at a brisk pace; teachers time the activities so that the pressure to work hard drives pupils on. In all classes, teaching assistants make a very good contribution to pupils' progress because they are highly skilled, well prepared and ensure that pupils learn to think and do work for themselves. Support for pupils with English as an additional language, or who are at an early stage of learning English, is equally good. These pupils are very well supported to access learning alongside their classmates.

The curriculum is well planned to meet the needs of all groups of pupils. The planning and provision for basic skills development is thorough and well embedded across the school. This is helping to lift pupils' skills levels in all classes as each teacher builds upon the work of the previous year. The use of information and communication technology (ICT), digital cameras and video cameras is rapidly growing, so that pupils of all ages use these technologies confidently to enhance their learning and give creative presentations of their work. The creative curriculum is developing well, with many visits

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from artists and musicians which enrich pupils' experience and help them recognise new talents. High quality artwork and short video films reflect the interests and talents of pupils that are being fostered. Pupils are well taught about how to stay safe and healthy through a well planned personal, social and health curriculum. A wide range of clubs, which are well supported, and visits out of school all add to pupils' wider experience of the world, develop their social skills and extend their horizons.

Outstanding care, guidance and support enable pupils to overcome sometimes formidable barriers to their learning, so they become happy, successful learners. Staff know pupils and their families well and make themselves available each morning in the 'Meet and Greet' session to share concerns and give advice and support. These strong links reinforce pupils' sense of safety and well-being, and allow staff to respond quickly to any concerns. The parent support advisor gives very good individual support to families; this has helped attendance rise this year to broadly average. Pupils with special educational needs and/or disabilities are identified early. The school responds promptly with effective additional support, which is reflected in the very good progress made by these pupils. Vulnerable pupils are very well supported to learn in class alongside their friends, as are pupils who are at an early stage of learning English. The school's very good links with external agencies provide specialist expertise so that staff are well trained to give high quality support to these pupils.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: 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?

The school has improved well since the previous inspection, because the headteacher, working in close collaboration with a National Leader of Education, acting as a consultant for the school, has identified the correct priorities for improvement, through accurate evaluation of its work. Staff have been given the training and support needed to implement significant changes to the way they work, and understand their accountability for pupils' progress. This has given a boost to the quality of teaching, the curriculum and the standards that pupils reach. Staff are fully involved in improving the school and morale is very high as they recognise the success of their work. Senior and middle leaders ensure that monitoring is rigorous and regular and that any weaknesses are swiftly tackled.

Governors are very supportive of the school, often through direct involvement and in-class support. They have a good knowledge of the strengths and weaknesses of the

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school, though this is mainly through the headteacher's reports rather than direct monitoring and evaluation of its work. This reduces their ability to fully challenge the school and have a strong involvement in its strategic development. Governors are robust in ensuring that all safeguarding requirements are well met and that the school's commitment to inclusion is reflected in equal opportunity and access for all pupils. The school has a strong impact on the cohesiveness of the local community. This, and the links with communities further afield, give pupils a good understanding of diversity in society and of their responsibilities as citizens of the future.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
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

Children are happy, confident learners because of the excellent care and support provided by staff. They quickly learn to follow routines, gain in confidence and develop into independent learners who choose activities that interest and engage them. They are well supported by adults. Good, and sometimes excellent teaching, and imaginative use of resources help children to make good progress from sometimes very low starting points. By the time they leave Reception, only about half of the children have reached the goals set for their learning and many continue to work within the Early Years Foundation Stage curriculum when they join Year 1. Thorough planning for all areas of learning is based on good assessment of children's progress, for example, children are taught the letters and sounds programme that exactly matches their stage of development. This gives a good impetus to children's learning and gives them the confidence to become independent writers. Staff are alert to children's interests and encourage these to develop their imagination and thinking further. For example, a group

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of boys were engrossed in their adventure as pirates, while Nursery age children enjoyed sailing away in a boat as the Owl and the Pussycat. Provision for all areas of learning is of high quality indoors and children move at a rapid pace in this setting. Outdoor provision is not as well developed, nor is the outdoor provision as accessible as it needs to be to allow children to move easily between the two areas. Good leadership and management, and excellent teamwork ensure that provision is constantly reviewed and improved. Links with parents and carers are excellent and ensure that they feel welcome and involved in their children's learning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Parents and carers hold very positive views of the school. They are particularly pleased with the care and good teaching their children receive and with how much progress they make. Hardly any parents and carers had negative views of the school. A very few have concerns about how they are supported to help with their children's learning and how well the school takes account of their suggestions.

Inspectors agree with parents and carers that the school takes extremely good care of their children. They also agree that they are well taught and make good progress. They also found that the school has good links with parents and carers, and regularly consults with them about their views of the school or concerns about their children.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Lynnfield 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 100 completed questionnaires by the end of the on-site inspection. In total, there are 331 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	70	70	28	28	1	1	0	0
The school keeps my child safe	68	68	32	32	0	0	0	0
The school informs me about my child's progress	59	59	38	38	3	3	0	0
My child is making enough progress at this school	59	59	37	37	3	3	0	0
The teaching is good at this school	61	61	38	38	0	0	0	0
The school helps me to support my child's learning	53	53	41	41	5	5	0	0
The school helps my child to have a healthy lifestyle	50	50	49	49	1	1	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)	50	50	46	46	3	3	0	0
The school meets my child's particular needs	54	54	39	39	3	3	0	0
The school deals effectively with unacceptable behaviour	48	48	48	48	2	2	0	0
The school takes account of my suggestions and concerns	35	35	59	59	6	6	0	0
The school is led and managed effectively	51	51	48	48	1	1	0	0
Overall, I am happy with my child's experience at this school	67	67	32	32	0	0	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). 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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



9 July 2010

Dear Pupils

Inspection of Lynnfield Primary School, Hartlepool, TS26 8RL

Thank you all for the warm and friendly welcome you gave the inspectors when we inspected your school recently. You were polite and helpful and made our work a real pleasure. We agree with those of you who said Lynnfield is a good school. We also think some parts of its work are better than that and are outstanding.

We found that you are well behaved, hard working and very helpful to each other in class and the playground. You make good progress because you are well taught; sometimes the teaching is outstanding and then your learning races along! Teachers plan a good curriculum, which gives you a good grounding in basic skills and plenty of opportunity to develop your ICT skills. It also lets you find out about things that interest you, so you develop new skills and discover your special talents. Children in the Nursery and Reception classes have wonderful opportunities for learning indoors, with plenty of exciting things to play with. This is not as good outdoors yet. You told us that you feel very safe and happy in school, and this is because your teachers take outstanding care of you and give you first class support and guidance. You follow their example very well by caring for others in your school and other communities and we were amazed at how much money you raise for people who need help. Well done! The headteacher, staff and governors want the best for you and they are always looking for ways to make your school even better.

We have three suggestions to help your school be even better than it is now. One is to help more children reach the expected level in reading, writing and mathematics by the end of Year 2. Another one is to improve the outdoor learning area for children in the Nursery and Reception classes. The last one is for governors to visit the school more often so that they see for themselves all the good things that are happening and can decide on what else to improve.

Thank you again for making our visit such a lovely experience. All good wishes from the inspection team to all at Lynnfield.

Yours sincerely

Mrs Moira Fitzpatrick

Lead inspector

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