

Lyndhurst Community Primary School

Hill Street, Dukinfield, Cheshire SK16 4JS

Inspection dates	10–11 May 2016
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The headteacher, well supported by other senior leaders, provides ambitious and determined leadership. As a result, the quality of teaching and learning has improved since the previous inspection.
- A broad and rich curriculum contributes strongly to pupils' good spiritual, moral, social and cultural development. Consequently, pupils are well prepared for life in modern Britain.
- Children get off to a good start in the early years. They make strong progress so that they leave the Reception class ready for the demands of key stage 1.
- Pupils' behaviour is outstanding. A culture of respect and tolerance has been carefully nurtured by senior leaders. As a result, pupils get along very well together.
- The pastoral support that the pupils receive is excellent and contributes strongly to helping remove barriers to learning and to their exceptional personal development and well-being.
- Governors are effective. They have played a key role in the improvements seen since the previous inspection.
- Pupils enjoy their learning because teachers plan lessons that interest and enthuse them. As a result, pupils currently in the school make good progress in reading, writing and mathematics.
- Very secure systems are in place, and are understood by all, to ensure that pupils are kept safe.
- Pupils are proud of their school. They share their work eagerly with visitors and talk with maturity about their learning.

It is not yet an outstanding school because

- Some of the most able pupils do not make the progress of which they are capable. This is because tasks do not fully match their needs.
- Leaders do not regularly check the impact of their actions to ensure that improvements are being sustained.
- In lessons where teachers do not make clear their expectations, pupils' work is not as strong as that seen elsewhere in the school.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching and raise pupils' achievement further by making sure that:
 - teachers plan work for the most able pupils that meets their needs and enables them to make more rapid progress during lessons
 - teachers make their expectations clear, so that pupils produce their best-quality work in all classes and in all lessons
 - pupils who do not frequently read at home are given the opportunity to read for pleasure at school.
- Improve leadership and management further by:
 - making sure that leaders regularly check the impact of their actions to ensure that improvements are being sustained.

Inspection judgements

Effectiveness of leadership and management

is good

- The headteacher, governors and other senior leaders set a clear and ambitious vision for the pupils of the school. Staff contributions at all levels are valued and, as a result, morale is high. As one member of staff stated: 'There is no divide between teachers, management or support staff. We all feel part of a team and work well together.'
- Determined leadership, focusing on accurately identified areas of weakness, has brought about improvements in the quality of teaching and pupils' outcomes since the previous inspection.
- Senior leaders undertake regular checks of teaching, pupils' books and performance data to identify accurate strengths and weaknesses within the school. They use this information to hold teachers to account and to identify where support is required. Leaders utilise their own skills and those of others in the school to demonstrate and model effective teaching strategies.
- Middle leaders now provide a greater contribution to school improvement than seen at the time of the previous inspection. This is because senior leaders and governors have invested in developing their skills through a broad range of national and local training programmes for middle leadership. Consequently, the quality of teaching and learning in subjects such as science and computing is improving.
- English and mathematics subject leaders respond quickly to address identified areas that require improvement. The English leader, for example, has this year undertaken a root and branch audit of the reading provision and implemented substantial changes to how reading is taught. As a result, pupils are developing a greater love of reading and school data shows that pupils are now making at least the progress expected of them. However, leaders do not always fully or frequently enough check the impact of their actions to ensure that improvements have been sustained.
- The headteacher and governors plan effectively to mitigate against any changes in senior staffing. The appointment of a new special educational needs coordinator, for example, has been very well managed. The transfer of duties to a new postholder has not had a negative impact on the educational provision for this group of pupils.
- Pupils' spiritual, moral, social and cultural understanding is developed well through a relevant and diverse curriculum. Displays of pupils' work in the school hall, for instance, evidence pupils' learning about a range of different world faiths. Visitors to school, from the Islamic and Jewish faiths, to talk to pupils about their beliefs further enhance pupils' understanding, respect and tolerance. Subjects such as art are used skilfully to challenge stereotypes. Year 5 pupils, for example, recently studied the life and art of Grayson Perry, enabling them to discuss issues such as transvestism.
- Pupils have a good understanding of modern British values such as democracy. The head boy and head girl were elected by their peers at the start of the year, following a hustings where they outlined their own manifestos. School councillors have further developed their understanding of democracy by holding a question and answer session with their local member of parliament.
- Senior leaders and governors ensure that pupil premium funding is used effectively. A broad range of initiatives, including employing a speech and language therapist and an attendance officer, are helping to make sure that disadvantaged pupils make strong progress. In 2015, the overall progress that this group of pupils made, by the time they left the school, was significantly above that of other pupils nationally.
- Sports premium funding is used well to promote healthy lifestyles and increase participation in sports. A range of extra-curricular sporting clubs are offered over the year including netball, tennis and dance. Pupils are given opportunities to take part in competitive sports where the school's focus is on 'being your best'. The gymnastics team recently performed confidently at a competition and were all awarded a silver medal.
- The provision for pupils who have special educational needs is well led by the relatively new postholder. Pupils' progress is tracked diligently to make sure that the support they receive is making a positive difference. Where improvements are required, resources and support are redirected effectively.
- Leaders and governors have utilised the support of the local authority to good effect since the previous inspection. Joint funding of a school improvement partner, for example, has enabled the school to gain advice and support to help develop middle leadership within the school.

■ The governance of the school

- Governors have built on those strengths identified at the previous inspection. They are proactive in recruiting new governors to the school who have the necessary drive, commitment and skills to support and challenge leaders.
- Governors have a very accurate understanding of the strengths and weaknesses of the school. This is because they have a firm grasp on the detailed information provided to them by the headteacher. Reports provided by middle leaders further enable the governors to make informed judgements about the standards in the school and consequently make strategic decisions about how best to allocate resources.
- The arrangements for safeguarding are effective. Key policies and procedures relating to keeping pupils safe are regularly updated and understood by all staff. Checks to ensure that adults are cleared to work with pupils are up to date and thorough. All staff have undergone training to ensure that they are able to recognise the possible signs of abuse.

Quality of teaching, learning and assessment **is good**

- Pupils say that they enjoy their learning. This is because most teachers plan lessons that grab pupils' attention and inspire them to learn. In a key stage 2 English lesson, for example, pupils were enthused to write good-quality persuasive letters to their headteacher, asking to keep a class pet, after a 'wolf cub' was delivered to their classroom.
- Teachers use what they know about pupils' prior learning to plan lessons that build on their skills. This is particularly evident in writing where grammar, punctuation and spelling are developed effectively, enabling pupils to apply their skills across a range of subjects. However, in some classes, the work provided for the most able pupils does not always offer sufficient challenge to enable their learning to move forward as rapidly as it could.
- The use of feedback to pupils, to help them improve their work, has improved since the previous inspection. Pupils reflect carefully on their teachers' comments and are given time to edit or add to their work. Evidence in pupils' writing and mathematics books shows that this is supporting improvements in the quality of their work.
- Teachers often use questioning effectively to deepen pupils' thinking and understanding of concepts. In a Year 5 lesson, for instance, pupils' mathematical understanding moved forward well when they were given time to explain their reasoning of how to find a missing number.
- Expectations of what pupils can achieve are generally high. Pupils take care with their handwriting, spelling and other basic skills. This is an improvement since the previous inspection. Nonetheless, in a very small number of classes, where expectations were not made explicit, the quality of work was not as strong as that seen elsewhere throughout the school.
- A wide range of resources are available in each class to support pupils' learning. Displays, for example, provide pupils with helpful prompts on what types of sentence to include in their writing. 'Learning champions' confidently provide advice and support to their peers during lessons, developing self-esteem and deepening understanding for pupils of all abilities.
- Teaching assistants work closely with teachers to ensure that they know what is expected of them so that they are able, in most classes, to support pupils' learning. Those teaching assistants supporting pupils who have special educational needs contribute significantly to the good progress that this group of pupils make. However, in a very small number of classes, teaching assistants' skills are not as strong. As a consequence, learning for the pupils they are supporting slows.
- Teachers' good subject knowledge contributes well to the progress that pupils make. This was exemplified well during a Year 1 phonics lesson (the sounds that letters make) as learning moved forward rapidly when the class teacher expertly helped pupils to identify and pronounce missing letter sounds in tricky words.

Personal development, behaviour and welfare

is outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding. Leaders and teachers have nurtured an ethos throughout the school of respect and tolerance. Those pupils who spoke to inspectors were articulate in expressing their view that everyone is welcome at their school. As one pupil stated: 'We are all one big family. We welcome people for who they are and not what they look like.'
- The headteacher and governors place a high importance on supporting the emotional well-being of pupils. The pastoral support team is held in high regard by pupils who receive good levels of care to support and resolve issues around friendship or family.
- Pupils have a very good understanding of how to keep themselves safe. Visits to school by organisations such as national charities help to teach pupils about the potential dangers faced when using devices that are connected to the internet.
- Pupils display an excellent awareness of different types of bullying. A comment, typical of many, by a key stage 2 pupil evidences the view of pupils at the school: 'Bullying rarely happens in our school as we are taught about the impact and hurt it causes to others.' School records show that the school deals with any known incidents of bullying firmly and promptly.
- Pupils are proud of their school. They confidently and eagerly share their learning with visitors and are able to discuss issues such as homophobic bullying with maturity and sensitivity.
- A wide range of roles, such as head girl and head boy, learning champions and welcome monitors help pupils to develop maturity and confidence. The reception that inspectors received from 'welcome monitors' in every class was heart-warming.
- Physical health is promoted effectively by senior leaders. Specialist sports coaches, for example, are employed to encourage play and fitness. A wide range of lunchtime clubs, such as aerobics, are also provided.

Behaviour

- The behaviour of pupils is outstanding. They display highly positive attitudes towards their learning and value the efforts of their teachers to make their lessons interesting. Year 6 pupils exemplified this mindset during a geography lesson when they approached their task to discuss their local environment with vivacity and a great deal of maturity.
- Adults are strong role models for their pupils. They have developed positive relationships and cultivated an ethos, in most classes, where pupils feel confident to try new things without fear of failure. Pupils collaborate well and are encouraged to support each other's learning from an early age.
- Pupils are polite and respectful towards their peers and adults. Playtimes and lunchtimes are calm and there is a sense of harmony throughout the school. Pupils who spoke to inspectors during one meeting explained that: 'We are like a team, we know each other well.'
- Pupils enjoy coming to school and arrive punctually and ready to learn. Attendance is promoted prominently throughout the school. Displays of current attendance in the hall and on each classroom door reinforce the importance of attending school regularly. A dedicated attendance officer works closely with families and a range of external agencies to help remove the barriers to pupils attending school. As a result, attendance is currently in line with the national average. The proportion of pupils who are regularly absent from school is below that seen nationally.

Outcomes for pupils

are good

- The progress that pupils make, by the time they leave the school, has improved sharply since the previous inspection. In 2015, Year 6 pupils left key stage 2 having made overall progress that was significantly above the national average. The standards that pupils reached in reading, writing and mathematics were below the national average in 2015.
- Pupils' phonics skills are improving. Following a fall in the proportion of pupils reaching the expected standard in 2015, leaders have taken robust action to improve the teaching of this aspect of the curriculum. As a result, current pupils are making good progress and are able to apply their understanding of the sounds that letters make to their reading.

- Standards in reading, writing and mathematics, in key stage 1, have improved markedly since the previous inspection. Highly aspirational leadership and raised expectations of what pupils can achieve have resulted in improvements in the quality of teaching. In a Year 2 mathematics lesson, for instance, pupils' learning moved forward rapidly when the class teacher set them the task to solve challenging problems and explain their reasoning.
- Current pupils, across the school, are making at least the progress expected of them in reading. This is because leaders and teachers have successfully cultivated a love of reading. The recent investment in high-quality texts has ensured that pupils are now reading books that are matched to their ability and interests. Year 6 pupils, for instance, are now choosing to read books such as 'Treasure Island' by Robert Louis Stevenson and 'Jane Eyre' by Charlotte Bronte. However, a small number of pupils who do not read to an adult at home, and would like to read more often, are not identified by the school and are therefore not given the opportunity to read for pleasure, with an adult, as often as they would like.
- Evidence in current pupils' books shows that they make strong progress in their writing. This is because teachers plan lessons that build on prior learning very effectively. Pupils apply their writing skills across other subjects such as science and history well. Older pupils are developing their own authorial style, for instance, when writing convincing persuasive arguments. In 2015, the progress that pupils made in writing was significantly above the national average.
- Most pupils are making good progress in mathematics. Progress for pupils leaving the school, for the past two years, has been significantly above the national average. However, in some classes, some pupils, particularly the most able, do not always make the rapid progress of which they are capable as they are set tasks that do not challenge them fully.
- Disadvantaged pupils make progress in all subjects that is in line with other pupils in the school in reading, writing and mathematics. Senior leaders keep a close check on the achievement of this group of pupils and ensure that extra funding is used effectively to support those pupils who are falling behind or require further challenge. In 2015, disadvantaged pupils made overall progress that was significantly above the national average.
- Pupils who have special educational needs currently make progress that is broadly in line with other pupils within the school. This is due to class teachers having high expectations of what they can achieve and planning work that meets their needs. Teaching assistants also provide effective support within class and when delivering intervention sessions.
- The most able pupils in school generally make the progress expected of them. However, in some classes the work given by their teachers does not provide them with sufficient challenge to ensure that they make the more rapid progress of which they are capable.

Early years provision

is good

- Children get off to a good start at the school due to effective teaching and leadership. From starting points that are often below those typical for their age, children make good progress throughout the early years. As a consequence, they are well prepared to meet the rigours of the curriculum as they move into key stage 1. In 2015, the proportion of children reaching a good level of development improved so that it was broadly in line with the national average.
- Children sustain their concentration and interest well because teachers plan activities that build on children's interests. Children developed their understanding of life cycles in the Reception class, for instance, as they enthusiastically wrote about chickens' eggs in an incubator.
- Classrooms are well resourced and provide children with exciting opportunities to learn. Children develop independent learning skills from an early age. Nursery children were observed choosing to use a jigsaw, from a wide range of resources, to consolidate their learning about number by matching pictures and digits.
- Children generally get along well, treating each other with respect and sharing resources kindly. In the Nursery class, for example, a large group of children played in the role-play area together, developing their language and communication skills well as they imaginatively acted out scenes.
- Children behave well. This is because clear routines are in place and adults have high expectations. Children are supervised diligently by staff to ensure that they are safe in all areas of the early years provision.

- Teaching assistants make a strong contribution to children’s learning. They use questioning effectively to help children to think more deeply and extend their learning. A small group of children’s learning moved forward rapidly, for example, when a teaching assistant subtly encouraged them to sort the animals they were playing with into groups.
- Teachers and other adults use what they know about children’s previous learning to plan lessons that meet the needs of most pupils. However, as elsewhere in the school, some opportunities are missed to fully challenge the most able pupils so that they make the progress of which they are capable in all lessons.
- Senior leaders know the strengths and weaknesses of the early years well. They have taken effective action to ensure that during the current period, while a new early years leader is being appointed, the provision continues to operate smoothly and provide a good standard of education for all children.

School details

Unique reference number	106192
Local authority	Tameside
Inspection number	10012172

This inspection 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	249
Appropriate authority	The Governing Body
Chair	Neal Charlton
Headteacher	Jane Woolfenden
Telephone number	0161 3307220
Website	www.lyndhurstprimary.co.uk
Email address	admin@lyndhurst-primary.co.uk
Date of previous inspection	1 July 2014

Information about this school

- The school is broadly average-sized.
- The proportion of pupils known to be eligible for the pupil premium is above average (the pupil premium is additional funding for those pupils who are known to be eligible for free school meals, and those who are looked after by the local authority).
- The proportion of pupils from minority ethnic groups is below the national average, as is the proportion of pupils reported to have English as an additional language.
- The proportion of pupils who have special educational needs or disability is broadly in line with the national average.
- The school runs its own before-school breakfast club.
- In 2015, the school did not meet the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school meets the requirements for publishing information on its website.

Information about this inspection

- Inspectors observed lessons in each class of the school, including joint observations with the headteacher and special educational needs leader.
- Discussions were held with senior leaders, members of staff, two representatives of the governing body, one representative of the local authority and an external school improvement adviser.
- Inspectors examined a wide range of documentation, including that relating to safeguarding, behaviour and attendance, school improvement planning, assessment information and reports on the quality of teaching.
- Inspectors spoke to pupils informally during the school day and observed them during playtime, lunch and before and after school. They also met formally with one small group of pupils to chat about their learning and behaviour and safety.
- Inspectors heard a number of children read.
- Inspectors took note of displays around the school.
- A range of pupils' books were checked.
- Inspectors spoke to a small number of parents at the start of the day. They also spoke to a very small number of parents who requested to speak privately to inspectors. Inspectors took account of the three responses to Ofsted's online questionnaire, Parent View, and responses to the school's own recent parental questionnaire. Inspectors also took note of the 21 responses they received to the inspection questionnaire for school staff and the 20 responses they received to the inspection questionnaire for pupils.

Inspection team

Martin Bell, lead inspector

Catherine Parkinson

Her Majesty's Inspector

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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