

Hebburn Lakes Primary School

Campbell Park Road, Hebburn, Tyne and Wear, NE31 2SL

Inspection dates 16–17 January 2014

Overall effectiveness	Previous inspection:	Not previously inspected	
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Since the school opened, it has quickly become a harmonious, caring and well respected community for all pupils.
- From their starting points in the Nursery class, which for many children are well below the levels of skills, knowledge and understanding that could be expected for their age, pupils in each key stage make good progress. By the end of Year 6, attainment that is just below average in English and mathematics but is rising.
- Teaching is good and many lessons are outstanding. Teachers plan work thoroughly, have high expectations of their pupils and explain work clearly
- Pupils' behaviour is very good in lessons and in the playground. Their attitudes to learning are excellent.
- The school's work to keep pupils safe is outstanding. Pupils show high levels of respect to adults and to each other and say that they feel very safe in school.
- The behavioural units provide high quality education and care for pupils. Most of those who attend are successfully re-integrated into school.
- The successful leadership team is clear what they need to do to improve the school further. In the short time since the school opened, they have already made improvements to teaching and as a result, standards are rising. These improvement show that the school is well placed to improve still further.
- Governors are fully supportive of the school; they know it very well and the next steps it has to take to improve.

It is not yet an outstanding school because

- The standards reached by some pupils, especially the most able, are not yet high enough in English and mathematics across the school.
- Leaders do not always ensure that targets set for pupils' progress are challenging enough, check the progress of individuals and groups of pupils closely or form an accurate view of progress made in lessons when observing lessons.

Information about this inspection

- Inspectors observed 24 lessons or parts of lessons, including lessons in the behaviour units. Two lessons were observed jointly with senior leaders.
- Inspectors listened to children read, observed pupils at playtime and lunchtime, observed pupils in the breakfast club and observed teaching assistants working with pupils.
- Discussions were held with senior leaders, staff, governors, pupils, parents and a representative of the local authority.
- Inspectors looked at a range of evidence including: the school’s self-evaluation of its work, the school’s information about pupils’ progress and documentation relating to teachers’ performance, pupils’ behaviour, attendance, minutes of meetings of the governing body and the school’s safeguarding procedures.
- Inspectors took account of 37 responses from parents to the on-line questionnaire (Parent View) and responses from the staff in the inspection questionnaire.
- Inspectors looked at a range of other evidence including school displays, its website and work representing the school’s wider achievements beyond the classroom.

Inspection team

Philip Scott, Lead inspector

Additional Inspector

Pauline Piddington

Additional Inspector

Patrick Hargreaves

Additional Inspector

Full report

Information about this school

- This newly-built school opened in September 2012 following the amalgamation of two local primary schools and is much larger than the average-sized primary school.
- Most pupils are of White British heritage.
- The proportion of pupils known to be eligible for the pupil premium, which provides additional funding for children in the care of the local authority, pupils known to be eligible for free school meals and pupils whose parents serve in the armed forces, is high. About two-thirds of pupils are known to be eligible.
- The proportion of pupils supported at school action and those supported at school action plus or with a statement of special educational needs is above average.
- The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The school provides a daily breakfast club for pupils.
- The school has two small units to cater for up to 12 pupils from across the local authority who have been identified as having behavioural, social or emotional difficulties.

What does the school need to do to improve further?

- Raise further pupils' attainment in English and mathematics, especially the proportion of pupils that reach the higher levels of attainment at the end of Years 2 and 6 by:
 - ensuring activities and tasks set by teachers constantly challenge pupils' understanding and thinking during all parts of a lesson
 - increasing teachers' expectations of the standards that can be attained by pupils, especially the most able, and by setting more challenging individual targets
 - making sure that when teachers mark work they always give clear points for improvement, present pupils with further challenges and allow pupils time to respond to their comments and advice.
- Improve the effectiveness of leadership and management even further when checking the school's performance by:
 - tracking even more closely the progress of individual pupils and groups of pupils and setting challenging targets for pupils' progress.ensuring senior leaders form an accurate view of the progress made in lessons by pupils, especially the most able, when they observe teaching.

Inspection judgements

The achievement of pupils is good

- Pupils achieve well from their individual starting points in the Nursery class, which are generally well below those expected for their age. The work seen in pupils' books and in lessons confirms that all groups of pupils are achieving well across the school overall in the short period of time that the new school has been open. Pupils' progress accelerates at a good rate across the school because of effective teaching, activities that challenge pupils of varying abilities, teachers' high expectations and pupils' excellent attitudes to learning.
- In the Early Years Foundation Stage, children enjoy a wide range of activities both inside and outside that maintains their engagement, promotes perseverance and enables their independence to grow. Children make good progress in their basic skills of reading and writing, extending their language abilities through a variety of activities, such as those linked to the story of 'The Three Little Pigs'.
- Good progress continues in Years 1 and 2. Standards overall in reading, writing and mathematics overall by the end of Year 2 are broadly average. This represents good progress from pupils' below average starting points.
- Pupils achieve well in Years 3 to 6. At the end of Year 6 in 2013, pupils' attainment in English and mathematics was below average. This represented good achievement from pupils' much lower starting points. The proportions of pupils making and exceeding expected progress in English and mathematics through Key Stage 2 are above the national average for the first year of the new school, especially in mathematics and in writing.
- Achievement in reading and writing is good. Pupils make good progress overall in developing reading skills. Most read widely at home and regularly in school with a number of different adults. Younger pupils in Key Stage 1 are eager to read. They use their increasingly secure knowledge of letters and the sounds that they make (phonics) to read unfamiliar words. They report that reading 'helps you learn', and that 'it's fun'. Older pupils similarly regard reading highly, but some pupils' understanding of what they are reading is less well developed.
- Pupils achieve well in mathematics. Pupils are given plenty of opportunities to use and develop their basic numeracy skills. In a Year 6 lesson, pupils were quickly able to sort information into a Carroll diagram by using their knowledge of two-dimensional and three-dimensional shapes, moving on to draw conclusions from other Carroll diagrams about an imaginary café's customers' choice of sandwiches.
- Although the most able pupils achieve well overall, the proportion of pupils reaching the higher levels of attainment at the end of Year 2 and Year 6 is below average in reading, writing and mathematics. Sometimes the most able pupils do not achieve as well as they could because there is not always enough challenge they are given in some parts of the lesson. Expectations of what the most able can achieve are sometimes not high enough and there is scope to set them more challenging targets.
- Early identification of pupils who are at risk of falling behind enables the school to make effective provision for pupils who find learning difficult, including disabled pupils and those with special educational needs. The school offers good support through the effective deployment of teaching assistants. Their work is very effective both with these identified pupils, and occasionally with the most able pupils in some lessons.
- The quality of care and teaching in the behaviour units is highly effective, resulting in these pupils making excellent progress and often result in their successful return to school classes.
- Pupils supported by the pupil premium achieve well. The gap in the performance of the pupils known to be eligible for free school meals is narrowing because the pupil premium funding is spent wisely on providing a range of additional support for pupils' learning, and to give access to extra-curricular activities. In Year 6 in 2013, the attainment of eligible pupils was about two terms behind their classmates in mathematics, one term behind in reading and broadly the same in writing. This gap overall is not as wide as the gap seen nationally. Their attainment is slightly ahead of similar pupils nationally and this clearly shows the school's commitment to give equal

opportunities for all pupils to access all that it has to offer.

The quality of teaching

is good

- Teaching is good and some is outstanding. Relationships in class are strong, respectful and make learning feel like a partnership and fun.
- Teachers plan work thoroughly, have high expectations of their pupils and explain work clearly. Lessons are taught with energy and enthusiasm, as seen in a Year 4 lesson on creating an advert for a snack using a computer. As a result, pupils' maintain their attention in lessons and are fully involved in the tasks. This helps them to learn at a faster rate.
- The school has been highly successful since the amalgamation in ensuring that pupils' attitudes and behaviour supports their learning. Teachers know their pupils, insist on high standards of behaviour in lessons and manage their classes extremely well. There are high levels of trust and respect, pupils listen attentively to adults and to each other, and their social and moral development is promoted very well in lessons.
- Teachers and teaching assistants give timely and constructive individual support and advice during lessons to disabled pupils or those with special educational needs. Consequently, these pupils enjoy their learning and they make good progress.
- Pupils make excellent progress in some lessons because teachers have extremely high expectations of what all pupils can achieve. The pace of learning and level of challenge, including for the most able pupils, ensures pupils concentrate fully throughout and are absorbed in learning at all times. This was seen, for example, in a Year 6 literacy lesson where pupils wrote detailed character descriptions after performing imaginative mime activities.
- Teachers' planning and observation of lessons show that most of the work undertaken by pupils successfully matches their varying abilities and moves their learning forward at a good rate. Occasionally, however, in some year groups there is not enough challenge provided, especially for the most able. Observations of lessons also showed that sometimes the level of challenge provided does not last for the whole lesson and this slowed progress for some pupils.
- Pupils' work is usually marked thoroughly, regularly and consistently across the school. Marking clearly explains next steps for learning and celebrates successes, as well as indicating a pupil's grasp of a concept or skill. There are good examples of pupils assessing their own work and that of their classmates. Occasionally, pupils do not always respond to teachers' marking or practise or extend their skills and knowledge as suggested by the teacher and as a result do not improve their skills as fast as they could.
- Teaching in the behaviour units is good and is sometimes outstanding. Pupils are effectively supported and guided by staff. Work is well matched to their particular needs.

The behaviour and safety of pupils

are good

- The behaviour of pupils in school is good. The youngest children in the Nursery and Reception classes follow instructions carefully and enjoy working and playing together. Children's attitudes are characterised by their determination to persevere and succeed, to share ideas and equipment, and their enjoyment of the challenges provided in their learning.
- Older pupils' behaviour in lessons is also typically good, and it is often outstanding. Pupils behave extremely well in the playground, in the dining hall, around school and in classrooms. They are polite and courteous to each other, to adults and to visitors, know how to look after each other and are able to listen attentively to each other and take turns. Pupils' excellent conduct in the behaviour units has a very positive effect on the progress they make in their learning.
- Records show that minor incidents of poor behaviour are dealt with swiftly and effectively, and

the number of these incidents is declining rapidly. A very small minority of parents do not feel that pupils behave well and that bullying has not been eradicated, but the vast majority who completed a recent survey sent by the school are overwhelmingly positive.

- Pupils are proud of their school, state that teachers are kind and helpful, one group of pupils stating that 'this is 100% a great place to be'. A group of pupils agreed that bullying does not ever take place, and if name-calling very occasionally happens, then pupils are listened to, have confidence in staff who address it immediately.
- The school's work to keep pupils safe is outstanding. It is a caring, harmonious and friendly place that immediately addresses all concerns of pupils or parents with diligence and rigour. Pupils report feeling 'really safe', have a well developed understanding of e-safety, as well as complete trust in all adults in school to look after them.
- The Care, Support and Guidance Officer has ensured that the school has a range of effective strategies to ensure pupils attend regularly and are on time. As a result, attendance is improving and is now broadly average and improving further. In the very well attended breakfast club, pupils enjoyed a healthy meal and enjoy the activities on offer. This has a positive impact on attendance and helps these pupils to make a good start to their school day.

The leadership and management are good

- The senior leadership team has already been highly successful in uniting two different school communities into one new school, and has a clear and ambitious vision to drive school improvement forward, further raising pupils' achievement. Its success owes much to the skilled, experienced and inclusive approach of the talented and well respected headteacher who has skilfully built an effective school team, including the leadership of the behaviour units which is also good. Staff morale is pleasingly very high.
- The school's vision is based upon an accurate and realistic evaluation of what it already does well, a well thought through prioritisation of actions, and clear identification of areas in which it still needs to improve. As a result, the school is well placed to make further rapid improvements.
- The leadership of teaching is good. The headteacher and other leaders observe lessons regularly and give staff constructive feedback on how to improve their teaching. The performance of staff is managed well, and appropriate objectives for improvement and professional development opportunities are matched to the needs of the school and the measurable progress that pupils make.
- Occasionally, targets set for the progress that pupils make in their learning are not challenging enough for some pupils in school, especially the most able, and senior leaders do not yet track closely or regularly enough the progress of individuals and groups of pupils across the school. When observing teaching, senior leaders sometimes do not make an accurate judgement of the progress made by pupils in lessons.
- The curriculum meets the needs and interests of pupils, and supports their spiritual, moral, social and cultural development very well, such as through 'Faith Fortnights'. Display around the school and school assemblies reinforce high aspirations for pupils, such as 'Aiming High', 'Keep on shining' the 'bricks of wisdom' mini-challenge and a weekly assembly to recognise and celebrate the achievements of pupils and staff.
- Pupils are able to develop their creativity and imagination through a wide range of topics that are enhanced by visits and visitors, such as the work on the Second World War that involved a visit to Eden Camp or work celebrating the talents of authors such as Roald Dahl and Quentin Blake.
- The views of all pupils are valued and their talents nurtured so all feel special. Discrimination of any kind is not tolerated and all pupils have equality of opportunity to succeed. Safeguarding policies and procedures fully meet requirements. Record keeping and staff training are fully up to date.
- The school is using the extra funding for primary school sport to allow all pupils in school access

to new activities such as dance festivals or cheerleading and further opportunities for inter-school competitive sport. It is also offering a wider range of activities and coaching at lunchtime and after school, and increased training for teachers to guarantee the sustainability of these new initiatives in lessons. The school is already enabling pupils to develop healthy lifestyles and better physical well-being.

- The local authority has provided good support for the school during the amalgamation process, including monitoring the quality of teaching through observations.

■ **The governance of the school:**

- The governors are highly supportive of the new school and are well informed about the progress pupils make and the quality of teaching across the school. They know well the school's strengths and areas for development. They share the headteacher's high ambitions for the school and for raising the achievement of its pupils. The new governing body benefits from increased professional skills and expertise from some of its members, and are becoming adept at providing challenge by asking searching questions about the progress of pupils.
- Governors increasingly hold senior leaders to account, for example, in checking the use of pupil premium funding and how it has made a difference to the achievement of pupils. They are aware of the link between teachers' salary and pupils' performance.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	136163
Local authority	South Tyneside
Inspection number	430659

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	410
Appropriate authority	The governing body
Chair	Jim Sewell
Headteacher	Tony Watson
Date of previous school inspection	Not previously inspected
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