

Lynnfield Primary School

Grosvenor Street, Hartlepool, County Durham, TS26 8RL

Inspection dates 3–4 December 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Good	2
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Standards at the end of Year 6 are not high enough. Pupils do not make good progress in their learning as they move through the school.
- Pupils are not always confident writing at length or applying their skills to solve problems in mathematics.
- Teaching is not consistently good enough over time to ensure pupils make the progress of which they are capable, particularly in mathematics.
- The most able pupils are not always provided with work that is sufficiently challenging.
- Pupils' feedback in mathematics does not always provide precise guidance on how to improve.
- Teachers' performance targets sometimes lack precision.
- Leadership does not fully monitor and evaluate the impact of actions put in place to lead the school forward. This has slowed down the rate of improvement since the last inspection.

The school has the following strengths

- Teaching has improved rapidly and as a result pupils are currently making better progress. Disabled pupils and those with special educational needs make good progress.
- Children make good progress from their starting points in the early years.
- Behaviour is good and pupils feel safe and secure. Good relationships between pupils and teachers results in positive attitudes to learning.
- School leaders are implementing improvement strategies that are beginning to raise pupils' achievement and the quality of teaching. Governors are now effectively holding school leaders to account for improving standards.
- Creative experiences in the curriculum stimulate and engage pupils in their learning.
- Parents value and support the school.

Information about this inspection

- Inspectors observed teaching and learning in all classes. One observation was undertaken jointly with the headteacher.
- Inspectors spoke with and listened to pupils while they were learning and during break times.
- A meeting was held with the school council to find out what pupils think about the school.
- An assembly was observed and some pupils read to the inspectors.
- Inspectors held meetings with governors, a representative from the local authority, a consultant school improvement partner and also senior and middle leaders.
- Inspectors looked at the school at work, scrutinised pupils' workbooks in every class and took account of the school's data on pupils' progress.
- Inspectors also considered a range of documentation in relation to safeguarding and child protection, behaviour and attendance. They also scrutinised national data on pupils' achievement, the minutes of governing body meetings and the school's own view of performance.
- The inspectors took account of a school parental questionnaire, as there were too few responses for the online questionnaire (Parent View). They also spoke to several parents informally at the start of the school day. The 41 responses to the staff questionnaire were also considered,

Inspection team

Don Parker, Lead inspector

Additional Inspector

Christine Cottam

Additional Inspector

Sue Smith

Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school.
- Most pupils are of White British heritage.
- The proportion of disabled pupils and those who have special educational needs is above average.
- The proportion of disadvantaged pupils, those eligible for the pupil premium, is well above average. The pupil premium is additional government funding to support pupils known to be eligible for free school meals and children who are looked after by the local authority.
- A significant number of pupils join and leave the school in different year groups
- The Nursery Class is part-time and the Reception Class is full-time.
- The school met the government's current floor standard in 2013 which is the minimum expectation for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school provides a breakfast and after-school club.

What does the school need to do to improve further?

- Improve the quality of teaching and increase pupils' progress by:
 - making sure that in mathematics pupils know how to improve their work and enough tasks are provided for them to apply their skills to solve problems
 - providing more opportunities for pupils to write at length
 - checking that the challenge for the most able pupils is consistently high across all classes.
- Further improve leadership and management by:
 - making sure that the impact of change is closely checked to ensure actions bring about improvement
 - checking that priorities in the school's development plan are linked more closely to self-evaluation and that success is easy to measure
 - providing teachers with more precise targets to raise the quality of their performance.

Inspection judgements

The leadership and management

requires improvement

- Leadership and management requires improvement because the response to actions has not been closely tracked to ensure they are fully effective in raising achievement and improving teaching.
- However, changes are emerging and the headteacher and deputy headteacher now carefully track pupils' progress data to make sure any pupils falling behind are identified quickly and provided with more focused support. The impact of the use of pupil premium is now evaluated closely. As a result, the rate of progress for all pupils is quickly accelerating and the school is improving.
- Checking on the quality of teaching is sharper with more support and training provided where it is needed. Teachers are set targets linked to their performance, and salary rewards are linked to the achievement of these targets. However, these targets are not always precise enough to ensure they have maximum impact on raising pupils' achievement.
- Information about achievement and teaching are now used more robustly to provide help for pupils and also improve teaching. However, this information is not used as successfully to link self-evaluation to the priorities in the school's improvement plan. It is not always made clear how success will be measured.
- Leadership of behaviour management and the support of vulnerable pupils are effective and successfully promote positive relationships and good behaviour.
- Middle leaders, although not yet fully effective in securing good progress are enthusiastic and motivated to extend their skills. They are giving more attention to checking the impact that planned actions have on improving pupils' progress.
- Leaders' introduction of new systems to improve attendance are having an impact and current attendance rates are now in line with the national average.
- The school's safeguarding and child protection arrangements meet current requirements.
- The school uses primary sports funding well. Pupils have more opportunities to take part in a range of sports and staff have been able to work alongside specialists to help improve their skills. The school's survey results show that the funded provision has increased pupils' participation in sports outside school.
- The curriculum is planned well to meet the interests and needs of most pupils through a broad and balanced provision. There are particular strengths in the creative arts and media.
- Parents value and support the school and take part in the school's wide range of activities, as shown in Christmas events witnessed during the inspection.
- Diversity is celebrated and there is good provision for pupils' spiritual, moral, social and cultural development. The curriculum prepares pupils well for life in modern Britain and is extending their experiences to learn about the principles of democracy.
- The school effectively promotes equality of opportunities in ensuring a happy community where all feel welcome. However, at times, the most able pupils do not have enough opportunity to make rapid progress.
- The local authority has provided effective support to the school and this has contributed to the school's current improvements.
- **The governance of the school:**
 - Governors are well informed and are increasingly using the school's achievement data to evaluate the impact of improvement strategies.
 - The governors ask leaders challenging questions as shown in the minutes of governing body meetings.
 - Governors monitor the impact of the spending of the pupil premium funding on raising achievement and this is contributing to the current improved rates of progress for disadvantaged pupils.
 - The governors know the strengths of the school and the areas for improvement. They are aware of the quality of teaching and review data on achievement so they know how well the school is performing. As a result, governors are now holding the school to account for improving teaching and learning to raise achievement for all groups of pupils. Governors have provided the headteacher and senior leaders with challenging performance management objectives and are now checking the performance management of teachers extends this effective practice.

The behaviour and safety of pupils

are good

Behaviour

- The behaviour of pupils is good. Pupils are polite, friendly and show consideration for others. They are

sensible and orderly as they move around the corridors and playground.

- Pupils have positive attitudes to learning, although there is some minor inattentiveness on occasions when learning is not fully matched to pupils' needs.
- The school has good behaviour management systems and, as a result, adults are consistent in the strategies used and this contributes to good behaviour for all year groups.
- Pupils take a pride in their work and this is shown in the high level of presentation in their workbooks.
- Pupils' spiritual, moral, social and cultural development is promoted well and pupils have a very clear understanding of the difference between right and wrong and the consequences of their actions.

Safety

- The school's work to keep pupils safe and secure is good.
- Pupils feel safe and are fully aware of important ways to keep safe including e-safety.
- Pupils say there is only occasional bullying and when it occurs it is quickly and effectively tackled by staff. The pupils are aware of different types of bullying and the school's anti-bullying strategies.
- Parents say there is very rarely any bullying in the school.
- The school has introduced new systems to check and improve attendance and this is already having an impact on attendance rates increasing. Attendance is currently in line with the national average.

The quality of teaching

requires improvement

- Teaching has not been consistently good over time and requires improvement.
- The standard of work in pupils' books now shows that teaching is improving and contributing to accelerated pupils' progress and raised attainment.
- Writing has not always been taught effectively and pupils do not always have enough regular opportunities to write at length and practise their skills. Currently, teachers make more use of their good subject knowledge to close the gaps in pupils' knowledge and raise their accuracy in basic punctuation, grammar and spelling skills.
- The teaching of reading is improving especially the teaching of phonics (the sounds letters make) in focused groups. This is increasing pupils' progress particularly in Key Stage 1. Pupils enjoy reading and the school's recently improved provision of books and resources is fostering a love of reading.
- The teaching of mathematics is not as consistent as reading and writing, and on occasions adults do not use subject knowledge effectively to support pupils' learning and do not provide enough opportunities for pupils to apply their mathematical skills in problem solving.
- Teachers now provide regular marking and feedback in pupils' books and this is contributing to improved pupils' progress and attainment, but it is not always effectively applied to help pupils move forward their learning in mathematics.
- Questioning skills are used effectively by adults in lessons to deepen and extend pupils' learning. For example, 'explain how?' and 'is there another way to do this?'
- Teaching is more variable for the most able pupils and at times pupils spend too much time repeating work they already know and tasks lack enough challenge to enable them to always make rapid progress.
- The relationships between adults and pupils are mutually respectful and this helps to promote positive learning behaviour in lessons supporting good learning.
- Teaching assistants are often skilled in supporting group learning activities and use questioning effectively to address pupils' misconceptions, thus sustaining the rates of pupils' progress in lessons.
- Pupils work well together in groups to support each others' learning, for example, in Year 4 pupils were helping each other to understand the difference between similes and metaphors, but this is not yet consistent across all classes
- Good arrangements are now in place for pupils needing extra support or pupils with special educational needs by the additional teaching groups provided. The adults in the groups skilfully match learning to pupils' needs and this is securing good progress for those pupils.

The achievement of pupils

requires improvement

- Achievement requires improvement because good progress is not consistent and standards are not yet always high enough. Although writing improved in 2014, (unvalidated data) reading and particularly

mathematics declined. Better teaching is now improving progress but this is not yet consistent through Key Stages 1 and 2.

- Many children enter school with skills below those typical for their age and make good progress in the early years. This good progress has not been built on in Key Stages 1 and 2 and attainment has been too low.
- Attainment at the end of Year 2 in 2014 was below average and declined in reading and mathematics. The impact of changes are now starting to tackle this dip and evidence in pupils' books and the school's data show attainment is rapidly improving especially in reading. Pupils are well on the way to reaching the school's challenging targets by the end of Year 2 which are much closer to the level expected for their age, although as yet not enough reach the higher level.
- Progress in Key Stage 2 requires improvement. In Year 6, standards were below the national average in 2013 and dipped in mathematics and reading in 2014 (unvalidated data) to well below average. The dip can be explained to some extent by the high proportion of pupils in this year group with special educational needs but also to gaps in their skills linked to weaker teaching in the past, which has now been resolved. School data and inspection evidence, including pupils' work in books, show that the progress of pupils currently in Key Stage 2 has improved significantly. Pupils are now making at least expected progress in mathematics, reading and writing and some pupils are making good progress. As a result, attainment in Key Stage 2 is rising quickly and pupils currently in Year 6 are working at levels close to those expected for their age in reading, writing and mathematics.
- Pupils' ability to read has improved in Year 1 with the proportion of pupils reaching the expected standard in the phonics screening check (2014) now in line with the national average. Pupils are benefiting from more focused teaching of phonics through Key Stages 1 and 2 and apply their skills well to tackle new words. These improved skills are also enhancing their attainment in writing, although pupils do not always have enough tasks that allow them to practise their skills in a longer piece of writing.
- The progress of the most able pupils requires improvement. Their attainment is improving in writing, particularly in Key Stage 2, but pupils are not consistently reaching the standards and making the progress of which they are capable in reading and mathematics, because their work does not always provide higher level challenge. This is the case in mathematics where pupils are insecure in solving problems.
- Disabled pupils and those who have special educational needs make good progress in reading and writing, but slower progress in mathematics. The support programmes are now having more impact and speeding up pupils' achievement. Overall provision for these pupils is now effectively meeting their needs.
- In Year 6 in 2014 the gaps in attainment between disadvantaged pupils compared to non-disadvantaged pupils nationally was wide. In reading, these pupils were one year behind non-disadvantaged pupils nationally and in writing were two terms behind. In mathematics, these pupils were five terms behind non-disadvantaged pupils nationally. The proportion of non-disadvantaged pupils in school is statistically too small to make comparisons purposeful. However, it is clear that as a result of better teaching, support in small groups and more effective use of the pupil premium funding, disadvantaged pupils are achieving much better and those previously wide gaps are closing quickly. Their progress is now similar to other pupils in the school.

The early years provision

is good

- Most children start school with skills and knowledge below those typical for their age and some are lower than this. In 2014, about a half of reception-aged children attained a good development by the end of the Reception Year, which is below the national average. This figure is rising with an increase in the proportion reaching the level identified for their age and being more prepared for learning as they start Year 1.
- Teaching is good. Activities are planned carefully to meet children's varying needs, abilities and interests. Adults encourage children to explore and learn. There is a vibrant, creative and safe learning environment where young children thrive. Children behave well and feel safe.
- Adults skilfully intervene during activities to support the development of children's growing language skills and there are well-planned displays and resources for children to practise using their new skills.
- Management of the early years is effective. Staff have improved the outdoor area and children are provided with a balanced provision of play and focused teaching, in which children listen to each other and share their learning. Assessment is used well to monitor progress and plan for the differing needs of all abilities.
- Parents are welcomed into school to share their children's learning and kept up to date about their children's progress. Staff are committed to helping parents support their children's learning and this

includes the opportunity for parents to observe phonics (the sounds letters make) sessions to develop their own skills.

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	111590
Local authority	Hartlepool
Inspection number	448748

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	365
Appropriate authority	The governing body
Chair	Mark Tilling
Headteacher	Marian Fairley
Date of previous school inspection	7 July 2010
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