

Lynnfield Primary School

Grosvenor Street, Hartlepool TS26 8RL

Inspection dates

16–17 November 2016

| Overall effectiveness | Requires improvement |
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| Effectiveness of leadership and management | Requires improvement |
| Quality of teaching, learning and assessment | Requires improvement |
| Personal development, behaviour and welfare | Good |
| Outcomes for pupils | Requires improvement |
| Early years provision | Good |
| Overall effectiveness at previous inspection | Requires improvement |

Summary of key findings for parents and pupils

This is a school that requires improvement

- Teaching and learning are inconsistent and variable in Years 3 and 4. The progress made by pupils, including the disadvantaged, has not been good enough and their attainment is low.
- A small number of pupils in these classes are not motivated to learn. The lack of challenge in some lessons contributes to this and to some low-level disruptive behaviour.
- The difference between standards achieved by disadvantaged pupils and all pupils nationally is too wide and not reducing quickly enough.
- School leaders have not eliminated weaker teaching, in part because of staffing difficulties.
- The quality of teaching assistant support is variable. Some are not always effective in all parts of the lesson.
- Leaders in key posts have not had enough time to work with other teachers to embed initiatives to improve standards in their areas of responsibility.
- Teachers' assessments in subjects other than English and mathematics have not yet been fully embedded.
- Pupils' understanding of different faiths and cultures is not developed well enough.
- Pupils' attendance remains below the national average.

The school has the following strengths

- School leaders and governors have a clear understanding of the strengths and weaknesses of the school.
- The quality of teaching in Years 2, 5 and 6 is impressive. Pupils in these year groups make good progress in reading, writing and mathematics.
- Provision for children in the early years is good. Their progress is rapid because their teachers plan activities that match their needs.
- In most classes, pupils are keen to learn and willing to work hard. Their behaviour is good. They show respect for each other and adults.
- Pupils are kept safe. Adults ensure that there is a safe environment and pupils understand how to keep themselves safe.
- Most pupils benefit from a well-planned, interesting curriculum.
- Adults emphasise shared values such as respect, tolerance and effort.

Full report

What does the school need to do to improve further?

- Improve the effectiveness of leadership and management by:
 - providing time for leaders and expert teachers within school to work with other teachers so that they have an impact on the improvement of pupils' outcomes
 - ensuring that pupil premium spending is having a greater impact on the progress of disadvantaged pupils towards ambitious targets which reflect their capabilities in all year groups
 - embedding the recently introduced assessment in subjects other than English and mathematics so that pupils progressively develop their skills, knowledge and understanding in a wider range of subjects
 - addressing pupils' weaker subject knowledge, skills and confidence in religious education.
- Improve the impact of teaching on pupils' learning in those year groups where it is not consistently good, so that it enables all pupils to reach their full potential in all subjects by:
 - planning interesting activities that take full account of what pupils already know so that pupils' interest and enthusiasm for learning does not wane in lessons and behaviour improves
 - raising teachers' expectations of what pupils, especially the most able pupils, can achieve
 - ensuring that teaching assistants are consistently more effective in all parts of the lesson.
- Reduce the number of pupils who are not attending school regularly.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Leaders have not ensured that teaching and learning are consistently good throughout the school. Over time, current pupils in Year 3 and Year 4 have not made the expected rates of progress, resulting in attainment that falls short of their potential. Staffing changes and some weaker teaching have contributed to this situation.
- Leaders have not ensured that disadvantaged pupils make the rapid progress of which they are capable in some year groups. The achievement difference between these pupils and others is diminishing well overall as a result of the school's actions, but it is still too wide in some year groups and not diminishing quickly enough.
- Leaders' evaluation of the school's effectiveness is accurate and frank. The evaluation has correctly taken account of the progress pupils make over time and the standards they attain at the end of the early years, key stage 1 and key stage 2. While progress is rapid in most year groups, leaders and managers recognise that pupils' progress in Year 2 and Year 3 last year has been too slow. The school improvement plan clearly and accurately identifies and prioritises the areas for development and has planned actions to tackle them.
- Since the previous inspection the headteacher, deputy headteacher and other leaders have raised the ambition of pupils and staff and the school. Their planning for school improvement is well focused. The leadership of teaching, learning and assessment has been successful in raising standards in the early years and in the upper years of the school.
- Due to staffing difficulties last year, middle leaders were unable to provide the feedback and coaching necessary to enable teachers to successfully develop their practice. Leadership is now returning to a position of strength to enhance their teaching and pupils' learning.
- Effective support from the local authority and national leaders of education have helped to develop leaders' skills and added significantly to the leadership capacity in the school. Although these leaders have a precise knowledge of strengths and areas to improve, they have not had the time to work with other teachers and embed the planned changes.
- The school now has systems and procedures for assessment that are clear and robust. These enable senior leaders, middle leaders and teachers to track the attainment and progress of individual pupils and groups of pupils very effectively in English and mathematics. Although the assessment system continues to develop well in other subjects, it is not yet used effectively to accurately check how well pupils are developing their skills, knowledge and understanding in subjects such as science, history and geography.
- The school's curriculum is broad and balanced. The school offers a range of extra-curricular activities which are very popular and widely attended. These help pupils to extend their skills and add to their enjoyment of school.
- Pupils' spiritual, social and moral development is promoted well through the curriculum and a wide range of visits and visitors. Their cultural development is limited because

religious education has not been taught as effectively or consistently as other subjects. Pupils do know about some festival such as Diwali and the Chinese New Year, but have a lower than expected knowledge of the major world faiths. They do, however, have a good understanding and awareness of the diversity of Britain's multifaith and multicultural society. The British values of respect, tolerance and rule of law are taught well.

- The physical education and sports premium funding has been used effectively to increase participation rates in sporting activities and increase teachers' skills. Pupils enjoy a wider range of sporting activities than in the past and participate in more competitive events. Teachers' skills have also improved as a result of expert coaching.
- The school has a strong pastoral team which has successfully developed links with pupils and their families and especially supports their behavioural, social and emotional needs. Pupils and parents speak highly of the support they receive. The actions taken since the last inspection have increased pupils' attendance and punctuality, although absence remains above average.
- The local authority has acted promptly to support the school in challenging times and has contributed to the school's recent improvements in leadership, supporting children who have special educational needs and disabilities and enhancing early years provision. Although the many staff changes have hindered the pace of change, there have been important improvements in most year groups and further developments are planned to be implemented in January 2017.

Governance of the school

- Governors bring an extensive range of experience and skills to support and challenge the school, as shown by the searching questions they have been asking about pupils' progress. They robustly hold the school leadership to account. They are extremely proud of their school and have ambitious plans for its future development.
- They are knowledgeable about the quality of teaching throughout the school and the impact it has on pupils' progress. Not only do they make effective use of the detailed information they receive from the headteacher and others, they find things out for themselves through visits and external evaluations by the school improvement partner, national leaders of education and others.
- Governors do not shy away from taking difficult and challenging decisions. In the past, for example, they have tackled weaker teaching. They have also carefully considered strategic decisions, such as the very careful appointment of an acting headteacher following the announcement of the retirement of the current headteacher.
- Governors are aware that pupil premium funding has resulted in improved achievement for most disadvantaged pupils, and also know there are some year groups where the progress has not been good enough. They have checked that the sports premium is used effectively.
- Governors have ensured that their statutory duties are met. For example, governors consider recommendations for teachers' pay progression carefully, ensuring that rewards are given only where merited by good performance.

Safeguarding

- The arrangements for safeguarding are effective. Clear systems, good record-keeping and frequent training for staff, including training to prevent radicalisation and extremism, mean that everyone is aware of their responsibility to protect pupils from harm.
- Staff know the procedures well and have the confidence to take their concerns to leaders if they spot any signs of abuse or neglect. The school has well-trained designated safeguarding officers and the school deals with any child protection concerns competently and efficiently, working with parents and other agencies as needed.
- Pupils spoken to by inspectors knew what to do and who to speak to if they had any concerns or worries about safety.

Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching, learning and assessment has been inconsistent since the last inspection, with pupils in Years 3 and 4 making slow progress as a consequence. Staffing issues, including many changes of staff and weaknesses in the quality of teaching, have adversely affected progress for these two year groups in particular.
- Where teaching is less effective, planning does not take account of the differing prior attainment of pupils, so they all are given the same task regardless of their starting point. Some teachers have not acted upon the good practice that has been modelled for them. As a result, the most able pupils in particular have not been sufficiently challenged and pupils have not made enough progress.
- At times, where teaching is not consistently good, pupils' attitudes to learning are also variable. When pupils are challenged and inspired, as seen in Years 5 and 6, they become totally engrossed in their learning. However, on other occasions, they switch off, lose interest and disturb other children because teachers' expectations of work and behaviour are not high enough.
- The level of teaching assistant support is generous but its effectiveness varies too much. Some teaching assistants provide excellent support as they busily move around assisting, guiding and encouraging pupils. Some teachers do not plan for their teaching assistants well enough to ensure that they target the right pupils all the time, especially at the start of lessons.
- Teaching is stronger in early years, and especially in Year 2, and in Years 5 and 6. Learning is effective as teachers plan to meet the needs of all groups of pupils effectively. The most able, disadvantaged pupils and pupils who have special educational needs and disabilities are challenged to make at least good progress from their starting points.
- Clear success criteria are used well to allow pupils to understand fully what is expected of them. Opportunities are provided for pupils to reflect on what they have studied to reinforce learning. Pupils are encouraged to think deeply when tackling activities or responding to questions.
- Most teachers have secure subject knowledge of English and mathematics. They use

probing questions and motivating resources well to make sure that pupils make faster progress. In Year 6, for example, a video resource and menacing music helped to create the atmosphere for pupils to write an account to build suspense.

- A love of reading is strongly promoted throughout the school. Pupils are encouraged to read a range of texts to improve their knowledge, understanding and skills and many read for pleasure. The teaching of phonics is especially well organised and a well-trained staff fully understand their role in supporting young readers, and as a result, pupils develop their confidence in sounding out new words.
- Writing skills are generally taught well. Teachers expect pupils to write for a wide range of purposes and accurately apply their good knowledge of grammar and punctuation skills. Pupils' handwriting skills are developed well by teachers, and pupils willingly respond by producing well-presented, neat and tidy work.
- The teaching of mathematics is generally good and has improved following professional development. Teachers make good use of resources, for example as seen in a Year 2 lesson, where every pupil could use the clocks provided to consolidate their understanding of time. Teachers often use deeply probing questions to ensure that pupils' reasoning skills are developed well and regularly applied in mathematical problem-solving calculations.
- Relationships between staff and pupils are positive. Praise is used well by teachers to encourage pupils to make good progress and most pupils are interested and engaged in their learning.
- Most pupils value the homework that they are given. Teachers set appropriate tasks which deepen pupils' understanding by giving them opportunities to consolidate their learning.
- As a result of the actions taken by school leaders, the quality of marking has improved since the last inspection. Almost all staff consistently follow the school's marking policy. They check that pupils respond to feedback and use the targets that they set to inform subsequent activities. This has contributed to pupils' improved progress, particularly in Years 2, 5 and 6.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils are well cared for and physical and emotional well-being are promoted effectively. Staff have a good understanding of the needs of each pupil. This is an inclusive, happy and caring school.
- Most pupils come to school prepared to learn, they look after their books and equipment and usually take great care with their presentation. They know how to be successful learners and many older pupils, particularly those in Years 5 and 6, show resilience and move onto challenging tasks without reassurance from their teacher. They are keen to improve the quality of work that they produce.
- Self-confidence and self-awareness are promoted through a range of subjects and

most pupils follow their motto 'The harder you try, the higher you fly'. Pupils are regularly praised in their books for persevering to understand a concept and are celebrated in assembly. Teachers look for opportunities to develop these qualities in lessons and in after-school clubs.

- Pupils are keen to take responsibilities in the school. For example, they are proud to be house captains and members of the school council. Older pupils also listen to younger pupils read.
- Pupils have a good understanding of different types of bullying but believe that it is extremely rare in the school. They are also confident that staff would resolve any issues linked to unkindness if they arose.
- Pupils are taught to stay safe. They know how to stay safe when using the internet and they have a secure understanding of issues associated with safety that are appropriate to their age.
- School leaders give safety in school a high priority. Systems are in place to ensure that pupils are safe and well looked after in school and at enrichment activities. As a result, almost all parents, staff and pupils who made their views known to inspectors said that pupils were safe in the school.

Behaviour

- The behaviour of pupils is good. They are considerate, respectful and extremely polite. Pupils display good manners and hold doors open for staff, visitors and other pupils.
- Pupils' behaviour inside and outside of the classroom is good. There was very little disruption to learning in most of the lessons visited during the inspection. Behaviour observed by inspectors at break and lunchtime was considerate and positive but pupils and a few parents indicated that behaviour was not always of the highest standard.
- The nurture group provides an excellent resource to support and prepare pupils who find it difficult to cope in class to return to their lessons.
- In lessons, pupils typically listen very carefully to staff and to each other and usually work productively, independently, in pairs, groups or as a whole class. Very occasionally, a few pupils find it hard to persevere if they are expected to complete tasks which are too easy or when teaching is not particularly engaging.
- Most, but not all, staff believe that the systems to manage behaviour are used consistently and effectively, but they do feel that behaviour is good. Pupils believe that they are treated fairly. Exclusions are extremely rare.
- Attendance has improved since the last inspection but is still below the national average. The vast majority of pupils attend regularly and leaders have used successful strategies to improve the attendance of disadvantaged pupils so this is in line with other pupils in the school.

Outcomes for pupils

Requires improvement

- Outcomes have not been consistently good since the last inspection.

- In 2016, Year 6 attainment in spelling, grammar and punctuation and writing was broadly average at expected and higher standards, but was below expected in reading and mathematics. Progress from pupils' starting points was broadly average in reading, writing and mathematics. The attainment and progress made by disadvantaged pupils was also broadly average.
- At the end of key stage 1 in 2016, the percentage of pupils achieving the expected standards in reading, writing and mathematics was significantly below the national figures. This was the result of the slow progress made by a number of groups of pupils, including those who were disadvantaged pupils and girls. However, the most able pupils, including the most able disadvantaged pupils, achieved well. The proportions achieving higher standards exceeded the national figures in reading, writing and mathematics.
- Pupils in key stage 1 are now, as a result of improved teaching and leadership, making accelerated progress. However, in key stage 2, the picture is mixed. Pupils make rapid progress in all subjects in Years 5 and 6 because the teaching is never less than good and often outstanding. In Years 3 and 4 progress is slow and it is taking time for pupils to make up the ground lost over the past year.
- Progress in mathematics is improving rapidly for most pupils this term but inconsistencies remain. Some pupils, predominantly those in lower key stage 2, have key gaps in their knowledge and understanding of mathematical concepts. They consequently find it difficult to solve problems using mathematical reasoning.
- The progress of the most able pupils in the school is closely linked to the quality of teaching. As a result of the high-quality teaching in most classes, a greater proportion of pupils currently in the school are making rapid progress. More of the most able pupils, particularly by the time they are in Years 5 and 6, are reaching the standards of which they are capable.
- The school has improved the approach to teaching phonics. It is successful and has led to outcomes in the phonics screening test which exceed the national average. The differences between the proportion of disadvantaged pupils reaching the expected phonics standard and others are diminishing, both in school and nationally. The school's predictions show that this year, the proportion reaching the expected standard in the check will rise further.
- In reading, despite most pupils making good progress, attainment is below average. Following an analysis of the Year 6 assessment, the school has recognised that reading comprehension is a weaker element of pupils' work and this is a clear focus for development this year.
- Outcomes in writing have improved since the last inspection. Pupils are making the progress expected of them by the end of key stage 2 but this progress is uneven.
- Progress in foundation subjects is not consistent. Pupils enjoy their curriculum and it is good in some subjects in some year groups. However, the assessment systems are not currently embedded well enough to enable teachers to accurately check how well pupils are developing their skills, knowledge and understanding. Standards in religious education are too low. Leaders are aware of this and have taken effective action to implement improved planning and assessment at the beginning of next term.
- Pupils who have special educational needs or disability make similar progress from their starting points to other pupils in the school. However, their progress is most rapid

where the teaching is good. For example, they have made very strong progress in English in Years 5 and 6.

- The progress made by disadvantaged pupils currently in school is good overall but is inconsistent and reflects trends in the school. Consequently, an attainment difference remains where teaching is not consistently good.
- Pupils from minority ethnic groups make similar progress to other pupils in the school. Since the last inspection, outcomes have been good in English and progress is now improving in mathematics.
- The rate of progress pupils make increases as they move through the school and is most rapid in Years 5 and 6. As a result, pupils are well prepared for the next stage of their education.

Early years provision

Good

- Provision is very effective in the provision for two-year-olds (Leo's) and both the Nursery and Reception classes.
- There has been a successful drive for improvement. This has been boosted by the early years leader and her team working alongside the local authority and others. They provide a highly stimulating environment with child-accessible resources that promote learning and challenge children both in the inside and outside areas of play. Therefore, children throughout early years flourish in the very well organised, safe, welcoming and inclusive environment, which is highly motivating and inspiring.
- Staff in Nursery and Reception classes liaise closely with the Leo's provision, other providers and with parents, so teachers and assistants have as much information as possible before children start at the school. Staff make the most of this information very well to ensure that children settle well into their new setting and that teachers' assessments of the children on entry are accurate. Consequently no time is wasted.
- As a result, children are confident and emotionally secure because of the highly positive relationships. Partnerships with parents are successful and significantly contribute to children's well-being at the setting. However, they currently do not contribute effectively to children's learning or their learning journeys.
- Staff ensure that all children, including disadvantaged children and those who have special educational needs or disabilities, get the support they need from the moment they join the setting. Those who speak little English receive excellent support in small groups to develop their language and communication skills. As a result, all children make rapid progress in their learning. They leave early years well prepared for the demands of Year 1.
- The early years area is well organised. Teachers and assistants prompt children so they get the most from the environment. They are taking highly effective steps to ensure that outcomes for children are rich, varied and imaginative.
- Children enjoy coming to Nursery and Reception classes because activities are inviting, they concentrate and persevere for considerable lengths of time. Many make very good progress in social skills and physical development when playing outside, and understand what it means to take a risk.

- Assessments and planning are rigorous. Teachers plan phonics and numeracy sessions well and pose probing questions to help children learn. Consequently, children make good progress in these areas of learning from starting points that are much lower than typically expected.
- The proportion reaching a good level of development was well above the national average in 2015, but following staff absences in 2016, the proportion fell to just below the national average. Current assessments, and inspection evidence, show that around eight out of 10 children are on track to achieve a good level of development by the end of this year.
- All staff are skilled at developing children's vocabulary and speech. They ask searching questions that enable children to gain new knowledge and skills. For example, when playing with small world animals in the 'snowy landscape', children were asked to describe the texture of the 'magic snow' or asked to describe how the owl babies felt when their mummy was away.
- Topics based on popular books such as 'Percy the park keeper' and 'Meg and Mog' are planned to engage and motivate children and are carefully chosen to appeal to boys as well as girls. These provide many opportunities for children to develop their literacy through, for example, role play and story-writing.
- Staff use cultural celebrations such as Diwali to extend children's understanding of the world and the diversity of Britain. Children showed a good knowledge of the Hindu story of Rama and Sita and especially liked Hanuman, the flying monkey god. Staff ensure that all areas of learning receive full consideration and make the most of current events.
- Robust policies and procedures make sure that children's well-being has a high priority. Children learn to care for themselves and others. This has a positive impact on children's behaviour, and they show they are beginning to understand the importance of considering the feelings of others. Children understand simple hygiene routines and confidently talk about eating healthy foods.

School details

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| Unique reference number | 111590 |
| Local authority | Hartlepool |
| Inspection number | 10020991 |

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

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| Type of school | Primary |
| School category | Maintained |
| Age range of pupils | 2 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 397 |
| Appropriate authority | The governing body |
| Chair | Mark Tilling |
| Headteacher | Marian Fairley |
| Telephone number | 01429 275122 |
| Website | www.lynnfieldschool.org.uk |
| Email address | head.lynnfield@school.hartlepool.gov.uk |
| Date of previous inspection | 3–4 December 2014 |

Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school is larger than the average-sized primary school.
- The school offers part-time provision for 16 children who are aged two. Children attend part time in the Nursery and are taught full time in two Reception classes. There are two classes in each of Years 1 to 6.
- In 2016, the school met the floor standards, which are the government's minimum expectation for pupils' attainment and progress in English and mathematics.
- Approximately seven out of every 10 pupils are White British, and approximately three out of 10 speak English as an additional language.
- Around half of the pupils are entitled to the support of the pupil premium funding. This is about twice the proportion found nationally.

Information about this inspection

- Inspectors observed lessons in all classes, many jointly with senior leaders. They observed pupils in the areas around the school and at playtimes, lunchtimes and during assemblies.
- They looked at samples of pupils' work in several subjects.
- They held discussions with the headteacher, senior leaders, governors and many members of staff. They spoke with two representatives of the local authority who have been providing support. They met with groups of pupils formally and informally and heard pupils from Years 2 and 6 read.
- Inspectors evaluated documents, including the school's strategic plan and evaluations, assessments of pupils, records of attendance and behaviour, and minutes of meetings.
- Inspectors took close account of documents and information provided to them by the school and undertook observations and discussions as specifically requested by senior leaders.
- They took close account of the views of parents from the 14 responses on Parent View, which is on Ofsted's website. This included written remarks. Inspectors also spoke with parents. They analysed carefully the opinions of staff from confidential questionnaires.

Inspection team

| | |
|-------------------------------|------------------|
| Steve Bywater, lead inspector | Ofsted Inspector |
| Dom Brown | Ofsted Inspector |
| Dame Nicola Nelson-Taylor | Ofsted Inspector |

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