



# Lydgate Infant School

## Inspection Report

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**Unique Reference Number** 106999  
**LEA** Sheffield  
**Inspection number** 277679  
**Inspection dates** 20 February 2006 to 21 February 2006  
**Reporting inspector** Ms Joan McKenna CfBT Lead Inspector

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

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<b>Type of school</b>	Primary	<b>School address</b>	Lydgate Lane
<b>School category</b>	Community		Sheffield
<b>Age range of pupils</b>	5 to 7		South Yorkshire S10 5FQ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0114 2662450
<b>Number on roll</b>	315	<b>Fax number</b>	0114 2678268
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr J Scott
<b>Date of previous inspection</b>	31 January 2000	<b>Headteacher</b>	Mrs Cockburn A

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## **Introduction**

The inspection was carried out by three additional inspectors.

## **Description of the school**

This large infant school serves an advantaged area and most pupils come from professional families. Very few are entitled to receive free school meals. Around a quarter of pupils are from a range of minority ethnic backgrounds. Around half of these, often from families where an adult has come from abroad to study or work for several years, are at early stages of speaking English. The proportion of pupils with learning difficulties and/or disabilities is below that found in most schools.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

This is a good school which provides well for pupils' academic and personal development. This judgement agrees with the school's view of its effectiveness. Pupils of different heritage and ability achieve well and pupils of all ages reach standards that are above average for their age. Standards in reading, writing and mathematics at end of Year 2 are significantly above the national average and have been for at least five years. A good curriculum is provided and it is well taught. Systems for tracking pupils' achievement in Years 1 and 2 do not yet give an easily accessible overview of their progress towards targets. These are being improved. Pupils are well cared for and they feel safe and secure in school. They enjoy school very much and behave well. They have good attitudes to learning most of the time. Not enough opportunities are provided for pupils to take on responsibility within the school. Provision in the Foundation Stage is good. Leadership, management and governance are good. The headteacher provides clear direction and leaders at all levels are involved in improving the school. Monitoring and evaluation of performance is good and mainly accurate. This results in consistently high academic standards. However, some areas of school life, such as aspects of pupils' personal development, are not monitored closely enough. The school judged its pastoral areas to be outstanding but inspectors found them to be good. Inspectors agree with the school's judgements in other areas. The school provides good value for money. It has maintained high standards since the last inspection and is well placed to continue to improve.

### What the school should do to improve further

- Extend opportunities for pupils to exercise responsibility.
- Continue to improve systems for tracking pupils' achievement, and ensure that systems for monitoring aspects of pupils' personal development are fully in place.

## Achievement and standards

### Grade: 2

Pupils achieve well. They enter the Reception class with levels of attainment that are above expectations for their age. They make good progress in all the six areas of learning. By the time they complete the Reception year, most pupils reach the goals expected of them for their age, and many exceed them. Pupils continue to make good progress during Years 1 and 2. Assessments made at the end of Year 2 show that standards in reading, writing and mathematics are significantly above the national average and have been for at least the last five years. Targets set for pupils' attainment are challenging. Different groups of pupils make similarly good progress. Those with learning difficulties and/or disabilities receive good support which enables them to achieve well. Pupils from minority ethnic groups also achieve well. Those who do not speak English fluently receive the help they need to enable them to make good progress in their learning. Both girls and boys achieve well. However, while both groups attain

high standards, fewer boys than girls reach the higher levels expected of them in writing. The school is aware of this and is taking action to improve boys' writing skills.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development is good. Pupils clearly enjoy school and this is reflected in their well above average attendance levels. In the main, pupils behave well, are keen to succeed and try their best in lessons. On a few occasions some pupils, mostly boys, are inattentive in class. Pupils say they feel safe at school. The school is very successful in teaching pupils how to deal confidently with inappropriate behaviour. One girl said, 'I just say stop, don't do that.' Pupils have a good understanding of healthy lifestyles. They talk of the importance of eating fruit daily and of taking exercise. Lunchtimes are socially enjoyable occasions, especially when games equipment is provided. Some older pupils act as 'Playtime Pals', helping to look after others at playtimes and lunchtimes. Other limited opportunities for pupils to take on responsibility within their own school community exist. Pupils contribute to the wider community, for example by charity fundraising.

Pupils' spiritual, moral, social and cultural development is good. Assemblies place a strong emphasis on raising awareness of social and moral issues, helping pupils develop a good sense of right and wrong. The school draws very well on the varied cultural backgrounds of pupils so that they gain a good knowledge and understanding of the lives and customs of others.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is good. In Reception, there is a suitable balance between teacher and child-led practical activities. Teachers encourage pupils to think carefully about what they are doing and why. Pupils work with a good level of independence. Problem solving skills are well taught. Practical learning extends to Years 1 and 2 and is very well liked by pupils. In particular, the times when they have free choice of activities makes learning fun. However, planning for these sessions in Years 1 and 2 does not indicate fully what skills the pupils are expected to learn. Furthermore, the checking of which activities the children visit to ensure they receive a varied experience and appropriate development of knowledge and skills in different subjects is at an early stage of development. Planning for literacy and numeracy is thorough. Work is well matched to pupils' differing needs and as a result they work with a real sense of enthusiasm. Teachers have varied success during whole class sessions. Some make effective use of 'talk partners' to ensure all participate. However teachers' questions are sometimes neither engaging nor challenging enough to encourage pupils to think. Class rules are occasionally not insisted upon. This leads to some inattentive behaviour.

The success of developments in helping pupils to assess their own work, and of the increasing use of improvement targets, can be seen in how well they describe aspects of their writing. However, the quality of marking is more variable. It praises good work but does not always clearly tell pupils how they can improve it.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good. It meets statutory requirements and pupils' individual needs. There is good attention to the teaching of basic skills of literacy and numeracy which results in consistently high standards. Currently the school is promoting learning through an emphasis on practical activities, which pupils enjoy very much. The school has yet to evaluate the full impact of this on standards and achievement. The curriculum is enhanced by a varied range of extra curricular activities which include clubs for history, French and singing and some sports. There are effective links with a local specialist sports college. A number of visits and visitors enrich the curriculum well. For example, a visit to the 'Victorian Classroom' to support learning in history was enjoyed by Year 1 pupils. This resulted in some good descriptive writing. Provision for pupils' personal and social development is good and pupils are well prepared for the next stage of their learning. The importance of keeping safe and healthy lifestyles is emphasised. Pupils have ample opportunity to drink plenty of water and eat healthy food.

## **Care, guidance and support**

### **Grade: 2**

The school takes good care of pupils, working well in partnership with other agencies. Thorough induction procedures help new pupils settle into school very quickly. Close personal help provides well for pupils at early stages of learning English. Pupils with learning difficulties and/or disabilities are well supported. 'Social groups' are proving effective for the few pupils who find working and playing alongside others difficult. Risk assessments are conducted regularly to keep pupils safe. These include regular visits by a health and safety expert to advise the school. Child protection procedures are thorough but some newly appointed staff are not familiar enough with them. Pupils' academic progress is monitored but the systems in Years 1 and 2 do not yet give an easily accessible overview of pupils' progress towards targets. These are being improved. A careful track is kept of pupils' personal development in the Reception classes, but systems do not extend to Years 1 and 2.

## **Leadership and management**

### **Grade: 2**

The quality of leadership and management is good, ensuring that pupils' achieve well academically and personally. The headteacher provides clear direction and is committed to continually improving the school. She promotes team work, and other leaders are actively involved in developing their own areas of responsibility and in whole school

initiatives. Emphasis is placed upon monitoring and information about strengths and areas requiring development is acquired. Action is taken to tackle the identified priorities for improvement which has a positive impact on maintaining high standards. However, the school's self-evaluation judges the pastoral aspects as outstanding when in fact they are good. This is because some areas of practice, such as the impact of new initiatives and the consistency with which some whole school expectations are implemented, are not monitored closely enough. Governors are effective and are generally well informed about the school. They support the school and are actively involved, questioning and challenging when needed. The views of parents are sought on issues, such as about school uniform. The large majority of parents is happy with the school and the education it provides for their children, although a small minority of parents express some concerns about a variety of individual things. The school has maintained the high standards found at the last inspection and it is well placed to continue to improve.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

### **Text from letter to pupils explaining the findings of the inspection**

Thank you for being so friendly and making us feel welcome when we visited your school recently. We enjoyed talking to you and watching you learn very much.

What we liked most about your school

- You get on very well with each other and play and work together nicely.
- You know how to keep healthy and the importance of a good diet and exercise.
- You enjoy your work and try hard to do what your teachers ask. This helps you learn.
- Your teachers know you well and they give you good support.
- The headteacher and other staff are working hard to make your school even better.

What I have asked the school to do now

- Find more ways for you to be involved in the school and to take on some responsibilities.
- Make sure that your teachers have good information about how well you are progressing.

You can help your teachers by continuing to work hard and listening carefully when they are talking to you. I hope that you continue to be happy at school.