

Lobley Hill Community Primary School

Rothbury Gardens, Lobley Hill, Gateshead, Tyne and Wear, NE11 0AT

Inspection dates 13–14 May 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- School leaders work as an effective team. They have ensured rapid improvement in all aspects of the school's performance. They have and re-established previous strengths following the dip in 2014.
- The headteacher and those with leadership and management responsibilities have been successful in raising pupils' achievements and accelerating progress in all year groups.
- The school is a friendly, welcoming place to be. Pupils' behaviour is exemplary. Pupils are attentive in lessons and very keen to learn.
- Attention to safety is first class. Staff ensure pupils are safe in school. The school provides a safe and supportive environment where children feel secure, well cared for and enjoy learning.
- Provision in the early years is good. Children make good progress because of the exciting learning opportunities and the high quality care and nurture provided.
- Teaching is good and still improving. Teachers have good subject knowledge. School leaders ensure all staff have access to high quality training that helps them improve their skills.
- Teachers plan purposeful activities that motivate and engage pupils in their learning. Excellent use is made of the outdoor learning environment to promote pupils' academic, social and physical skills.
- Disabled pupils and those who have special educational needs make good progress because they are supported well. Skilled and highly trained teaching assistants make a strong contribution to their improving achievement and progress.
- The excellent curriculum is rich and vibrant. It captures pupils' interest and engagement very successfully. A wide range of clubs, school visits and activities develop pupils' sporting, musical and creative talents. As a result, pupils enjoy school and attendance is above average.
- The school's work to promote pupils' spiritual, moral, social and cultural development is outstanding. Pupils are very well prepared for life in modern day Britain.
- Governors are well informed and have an accurate view of the school's improved performance. Governors are working successfully with senior leaders to raise standards of achievement and to improve further the quality of teaching.

It is not yet an outstanding school because

- Improvement plans do not always evaluate the impact of actions taken, so leaders are not always clear about the difference made to achievement.
- Not enough pupils make more than expected progress in mathematics.

Information about this inspection

- The inspectors observed a range of lessons across each key stage, four of which were joint observations with the headteacher. In addition, inspectors talked to pupils about their work, looked at books, listened to some pupils read, and observed pupils at break times and lunchtimes.
- Inspectors held meetings with the headteacher, the deputy headteacher and staff with key leadership responsibilities. Inspectors had discussions with pupils, governors and the school’s local authority School Improvement Partner.
- Inspectors looked at a wide range of documents including: the school’s own checks on the quality of teaching; the school improvement plan; information on pupils’ progress; and records relating to behaviour, attendance and safeguarding.
- Inspectors took account of the 47 responses to the online questionnaire (Parent View) and the views of parents during the course of the inspection. The inspector also took account of 21 returns to the staff questionnaire completed during the inspection.

Inspection team

David Wilson, Lead inspector	Additional Inspector
Anne Vernon	Additional Inspector
Derek Sleightholme	Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school.
- The proportion of disadvantaged pupils, those who are supported through the pupil premium, is above the national average. The pupil premium is additional funding for those pupils known to be eligible for free school meals and those children looked after by the local authority.
- The proportion of pupils from minority ethnic groups is well below average.
- The proportion of disabled pupils and those who have special educational needs is broadly in line with the national average.
- The school did not meet the government's current floor standards in 2014, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- Provision in the Nursery is part time. Children attend full time in the Reception classes.
- The school provides a breakfast club and after-school facilities.
- There have been a number of staff changes since the last inspection, including appointments made at deputy headteacher and assistant headteacher levels.
- The headteacher was absent from school for much of the academic year 2013/2014.
- The school is the lead school for the Gateshead School Centred Initial Teacher Training (SCITT) programme and provides opportunities for teacher training. The school is also part of the Tyne Valley Teaching Alliance, which provides support to other local schools in terms of school improvement.
- During the inspection, approximately 100 pupils were engaged in residential visits.

What does the school need to do to improve further?

- Improve further the effectiveness of school leadership and management by :
 - ensuring the school's evaluation of its own work has a sharper focus on the impact of actions taken to improve achievement
 - ensuring data on pupils' achievement are shared more widely across the school.
- Improve the overall quality of teaching to outstanding, especially in mathematics, in order to increase the proportion of pupils making more than expected progress, by ensuring that:
 - pupils' misconceptions are picked up immediately and resolved quickly
 - pupils have even more opportunity to use their basic skills to carry out mathematical investigations and solve problems
 - pupils are always given problems in mathematics that challenge and make them think hard.

Inspection judgements

The leadership and management are good

- The headteacher and the deputy headteacher work in close partnership and together they have re-established an exceptionally positive climate for learning. Their high aspirations are shared by staff and governors and this has led to rapid improvements in the quality of teaching and achievement across the school. Everyone is encouraged to aspire to the school's motto 'Be the best you can be'.
- School leaders have acted swiftly and robustly to address the dip in performance in the 2014 Key Stage 2 assessments. Current evidence indicates that pupils' achievement has improved quickly this year. Pupils' achievement is back at the good levels reported at the previous inspection. Pupils are, once again, achieving above the expected standards in English and mathematics. An increased proportion of pupils is making accelerated progress.
- Senior and middle leaders are resolutely focused upon improving pupils' attainment and progress and have identified correct priorities for improvement. However, the impact of measures taken to raise achievement is not evaluated fully. While school leaders make good use of data to track pupils' performance within each key stage, this information is not always understood more widely across the school. As a result, school leaders are not always clear about how successful particular strategies have been in raising achievement.
- Middle leaders are increasingly effective in their role. They routinely monitor the quality of teaching and its impact on pupils' progress, as seen in the work in their books. In addition, they identify and provide opportunities for teachers and teaching assistants to engage in professional development. This is aimed at improving the quality of teaching and raising pupils' achievement further.
- The school's curriculum is outstanding and previously identified strengths have developed well. The many exciting and creative activities that engage and excite pupils in their learning are helping to drive up pupils' attainment and are ensuring pupils always try their best. The provision for outdoor learning is excellent. This aspect captures the imagination and interest of pupils and has a very positive impact on pupils' academic, physical and social development. In addition, pupils have many opportunities to develop musical, sporting and artistic skills.
- The school promotes pupils' spiritual, moral, social and cultural development exceptionally well. Tolerance and respect for the views of others are promoted through many aspects of the school's ethos, assemblies and studies in religious education and citizenship. Pupils are well prepared for life in modern day Britain. They have a clear awareness of the diverse nature of families in Britain today.
- Additional funding to support disadvantaged pupils is used effectively to increase achievement and progress in reading, writing and mathematics. Teaching assistants and other adults, including initial teacher trainees, provide high quality support to individuals and small groups. As a result of this targeted support, a large majority of these pupils are making rapid progress.
- The use of the primary physical education and sport funding engages specialist staff, trains teachers and extends the range of sports on offer. More pupils are engaged in additional physical activities and there are wider opportunities to compete against local schools in a range of sports. Teachers are increasing their teaching skills in a number of areas within physical education and sport.
- The local authority holds an accurate view of the school's effectiveness. It has provided rigorous challenge as well as effective, targeted support in key areas of school improvement to both senior leaders and governors. This input has added to the rapid improvements in the school's much stronger performance this year.
- Equality of opportunity has a high priority across the school. Discrimination of any kind is not tolerated. This ensures that good relationships are promoted very effectively. The school works in close partnership with parents. The vast majority of parents who responded to the Parent View questionnaire indicate they have full confidence in the school's senior leaders.
- Safeguarding and child protection arrangements meet requirements. Procedures are well established and effective systems are in place to meet the day-to-day management, care, and protection of children.
- **The governance of the school:**
 - Governors are ambitious for the school. The governing body is kept well informed through reports from the headteacher that link to the school's improvement plan. In addition, governors complete regular visits to the school, including learning walks that are undertaken with senior and middle leaders. They receive regular up-to-date information on pupils' achievement and the quality of teaching. They make very good use of this information to hold leaders to account. As a result, governors provide effective support and challenge to school leaders and this is contributing significantly to the school's rapid improvement.

- Governors make sure that finances, including additional pupil premium funding and primary sport funding, are used effectively to promote pupils' progress. Governors ensure that the school's pay policy is linked to teachers' performance and they are fully aware of how underperformance is addressed.
- There is a good match of individual skills to roles on the governing body. The school's policies are updated regularly and the governing body ensures statutory requirements are met.

The behaviour and safety of pupils

are outstanding

Behaviour

- The behaviour of pupils is outstanding. Pupils are extremely polite and considerate towards each other and towards adults in school. This reflects, to some degree, the respect and kindness that staff show to pupils. The vast majority of parents agree that pupils' behaviour is extremely good and that their children feel happy in school.
- Pupils work hard. They take pride in their individual achievements and in the success of their school. Behaviour in lessons is exemplary. Pupils concentrate exceptionally well in lessons and are keen to succeed. They listen attentively to adults, follow instructions and respond positively and thoughtfully to questions and tasks. Pupils demonstrate a deep interest in their learning and this supports their progress.
- Behaviour at break times and lunchtimes is excellent. Pupils are respectful of each other. They work and play together exceptionally well. Older pupils serve as excellent role models to younger ones. Regular periods of reflection in lessons and in assemblies make a significant contribution to pupils' thoughtful attitudes and positive behaviour.
- Every opportunity is taken to reinforce the school's core values of 'cooperation, achieve, respect, enjoy' (CARE). These aspects are understood well by pupils and underpin the school's success in promoting high standards of behaviour.

Safety

- The school's work to keep pupils safe and secure is outstanding. Pupils say they feel very safe in school. Parents strongly agree with this view. Staff and governors show a determination to ensure pupils learn in a safe and secure environment.
- Pupils have an excellent understanding of how to stay safe both in and out of school. Pupils are extremely well informed about the different forms bullying can take including racist, homophobic and e-safety concerns. Pupils correctly believe that incidents of bullying are very rare and know what to do if they should occur. As a result of their studies in many subjects and well-planned assemblies, pupils are knowledgeable and tolerant of the views and beliefs of others.
- The school keeps detailed records of the few incidents of poor behaviour, and responds to them in a robust and considered way. All such incidents are followed up conscientiously. Exclusions are rare. The school is sensitive to, and proactive in, promoting strong friendships and in addressing the emotional needs of pupils.
- Leaders have taken decisive action to improve rates of attendance and punctuality over the current academic year. Rigorous checks on absence and the promotion of the positive benefits of regular attendance contribute to improved rates of attendance and punctuality. Attendance is now above average and improving.
- Staff and governors are well trained in safeguarding procedures. Policies and procedures are regularly reviewed to ensure pupils are kept safe.

The quality of teaching

is good

- Teachers' subject knowledge is good. They plan lessons that are well matched to the needs of pupils. As a result, all groups of pupils are well supported and challenged. In most lessons, teachers and teaching assistants use effective questioning to establish pupils' level of understanding and challenge their thinking. In a few instances, pupils' misunderstanding and misconceptions are not picked up quickly enough and this slows the pace of progress.
- Excellent use is made of the outdoor learning environment to promote pupils' academic, social and physical development. Staff plan exciting activities that capture the imagination and interest of pupils. For example, Reception children were totally engrossed in the setting up of an outdoor camp. They made excellent progress in setting up a safe environment and created a field kitchen. They successfully foraged for and collected food from the school's growing area, and then prepared and cooked a forest meal.

- Teachers and highly skilled teaching assistants provide good support to disabled pupils and those who have special educational needs. They know their pupils exceptionally well and provide appropriate support to ensure these pupils keep up with their classmates and do not fall behind.
- The teaching of reading is good. The teaching of phonics (letters and the sounds they make) is effective. When reading to inspectors, younger pupils could decode and read words well. Pupils explained how to read new words by 'breaking words down into smaller bits' and by 'sounding letters out'. Older pupils shared their love of reading and outlined favourite authors and the different types of stories they most enjoy.
- The teaching of writing is good and improving. Pupils are given a wide range of opportunities to write for different purposes. Achievement in writing is good because pupils are given clear guidance on how to structure their writing and to use grammar, punctuation and spelling accurately.
- In mathematics, the teaching of basic skills, particularly in mental calculation, is greatly improved. Although overall teaching is effective, there are insufficient opportunities for pupils to use their developing skills to investigate and solve challenging problems.
- Marking is regular and accurate. Teachers provide useful comments that help pupils improve their work. As a result, pupils say they know what they have to do to get better. Pupils take great pride in their work and most books are very well presented. Evidence in pupils' work books indicate increasing opportunities to use their English and mathematical skills in other subjects.
- Pupils enjoy their time in school. They show respect for teachers and other adults in school because they feel valued and well cared for. All pupils settle to work quickly. They listen carefully and are highly motivated to learn. Parents believe their children are taught well, progress well and are happy in school.

The achievement of pupils

is good

- In 2014, attainment and progress for Year 6 pupils dipped below the government's floor standards for English and mathematics. Since that time, significant changes to the school's leadership team, improvements to the quality of teaching and the impact of high quality support are resulting in significant improvements in pupils' attainment and progress. Inspection evidence confirms that Year 6 pupils are currently achieving significantly better than in 2014. An increased proportion of these pupils is making more than expected progress in reading, writing and mathematics.
- Achievement data and evidence of pupils' current work confirm that, across the school, most pupils are making good progress. Improvements in the quality of teaching and increased expectations of the progress pupils should make are leading to a larger proportion of pupils achieving and exceeding the standards expected for their age. For example, most pupils in Year 5 are already attaining the level expected by the end of Key Stage 2.
- The proportion of pupils who achieved the expected standard in the Year 1 phonic screening check was above the national average. Standards shown by pupils currently in Year 1 show that their phonics skills have risen further this academic year. Inspection evidence shows this is due to year-on-year improvements in teaching to support pupils both in reading and writing.
- The most-able pupils in Year 6 and across the school are identified clearly. Staff target work carefully to help these pupils to attain standards that are above or well above the expectations for their age.
- Disabled pupils and those who have special educational needs make the same progress as their classmates. Staff quickly identify those pupils with additional needs and provide effective support to address gaps in learning and remove any barriers to learning. Inspection evidence confirms that more than half of those pupils judged to have special educational needs are currently making more than expected progress.
- Disadvantaged pupils make the same good or better progress as other pupils in the school and others nationally. Compared with other pupils nationally, by the end of Key Stage 2 in 2014 the attainment of these pupils was 15 months behind in mathematics, five months behind in reading, 10 months behind in spelling, grammar and punctuation, and in line in writing. Compared with their peers in school, the gaps were smaller, with disadvantaged pupils approximately five months behind in mathematics, and spelling, grammar and punctuation; they were broadly in line with their classmates in reading and writing. Current school data, confirmed by inspection evidence, indicate that the gap is closing quickly. For example, after two terms, the gap in attainment in mathematics had already reduced by nearly half compared to the previous year.

Early years provision

is good

- Most children start the early years with knowledge, skills and understanding that are typical for their age. A few children are at earlier stages in terms of their literacy and numeracy skills. Children make good progress across each area of learning, with most currently in line to achieve a good level of development. Children are well prepared for the next stage of learning in Year 1.
- Children very quickly settle into the early years due to the high levels of care and support they receive. Routines and expectations are quickly established and reinforced. As a result, children feel extremely safe and secure, and very quickly develop a high degree of confidence and independence. Behaviour is exceptional. Children work and play cooperatively. They take turns, share toys and resources, and support one another exceptionally well. Nursery children, engaged in operating a car wash, worked as an effective team. They took turns to collect water, mix the soapy water, clean the scooters, trikes and pedal cars and return the vehicles to their owners.
- Leadership and management are good and improving. The early years leader has brought about improvements to the quality of teaching and the achievement of children. She has a clear understanding of the strengths and areas for further development within early years and has plans for further improvement. Staff constantly reflect on the quality of provision and the impact on learning at regular team meetings.
- Teaching is good. Staff plan a range of exciting activities that captures the imagination and curiosity of children. Reception children took great interest in the cocoon of a butterfly they found in the outdoor shed. They talked animatedly about the different stages in a butterfly's life, linked to the story of *The Hungry Caterpillar*.
- Staff plan carefully to ensure that early reading and writing skills are included in all areas of learning. Occasionally, children need prompts to take full advantage of the wide range of opportunities for writing and early mark-making in both the indoor and outdoor learning environments.
- Assessment is established well. Staff use it effectively to check the achievement and progress of all children. Regular reviews of progress ensure those who are absent and those who have special educational needs are identified and receive additional support. Teachers make good use of assessment to plan children's next steps in learning.

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	108369
Local authority	Gateshead
Inspection number	461882

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	450
Appropriate authority	The governing body
Chair	Bob Hopper
Headteacher	Sue McElrue
Date of previous school inspection	24 November 2011
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