

Inspection of a school judged good for overall effectiveness before September 2024: Lobley Hill Primary School

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

Inspection dates:

5 and 6 November 2024

Outcome

Lobley Hill Primary School has taken effective action to maintain the standards identified at the previous inspection.

What is it like to attend this school?

Pupils enjoy their lessons and many other activities at this welcoming school. The school is ambitious for pupils and ensures that they are well prepared for the next stage in their education. Pupils achieve well, particularly in mathematics and reading, by the end of key stage 2. The subject curriculum is enriched by sporting and cultural opportunities, along with a programme of outdoor learning for every pupil. Pupils take up these wider opportunities enthusiastically and in large numbers.

Pupils behave well. They conduct themselves appropriately in lessons and at social times. Pupils know that they have a trusted adult with whom they can share any worries or concerns. Children quickly learn the school routines, beginning with the clear expectations in Nursery Year and Reception.

Pupils are actively involved in a variety of leadership roles in school. This builds their confidence and independence. Sports leaders help to organise games at lunchtime. The librarians are well trained. Well-being ambassadors take their roles seriously. The school takes great care to recognise pupils' achievements. Pupils aspire to the many rewards that are available in school. One of the most coveted is the 'pen licence' awarded for handwriting.

What does the school do well and what does it need to do better?

The curriculum is broad and ambitious. The curriculum prepares pupils effectively for the next steps in their education. This is particularly the case when children leave Reception and begin Year 1. The development of children's communication and language is a high priority in the early years. In mathematics, pupils learn accurate methods and strategies for solving problems. The school has also thought carefully about opportunities in the

local area to help pupils make sense of their learning. For example, pupils visit the local park to understand geography and they take advantage of the arts scene in Newcastle.

Pupils achieve well in most subjects. In geography, for example, pupils can identify physical and human features from studying maps. In science, pupils know how to conduct investigations with increasing complexity. However, in some subjects, teachers do not systematically and routinely check what pupils know and understand. In these subjects, there is more to do to ensure that any gaps in pupils' understanding are noticed and followed up.

Pupils with special educational needs and/or disabilities (SEND) learn the full curriculum. Those pupils who may need additional support are identified quickly. The school ensures that pupils with SEND get the right support. Pupils with SEND are fully involved in the life of the school and they achieve well.

Pupils of all ages can talk about the books they are reading and which authors they enjoy. Books and reading are important to pupils, as shown by the popularity of the outdoor book shed. The teaching of reading is effective. Some pupils need more help to learn to read. This includes some pupils with SEND. Timely additional support is provided to these pupils so that they become fluent readers.

The personal development programme is a particular strength of the school. In Nursery and Reception, children begin to learn about their own health and well-being. Pupils throughout the school know how to keep themselves safe online and how to develop healthy relationships. The wide range of leadership opportunities for pupils contributes significantly to developing character and resilience.

Pupils behave and conduct themselves well. This positive behaviour is based on a series of core values that everyone in school understands. These values include co-operation and respect. Pupils understand how to treat one another with kindness. This contributes to the mutually supportive atmosphere in school. Some pupils receive effective additional support to manage their emotions. The school is successfully working with some families to improve punctuality to school. Attendance is in line with the national average and punctuality has improved.

The governing body carries out its role effectively. It knows the local community well and it has the right skills and experience to challenge and support the school. Leaders have a clear understanding of the strengths and areas for development in school.

Leaders draw on external support to give staff the right training to carry out their roles effectively. This is particularly the case for teachers who are in the early stages of their career and those with subject leadership roles. Staff appreciate this training. Staff are proud to work at the school. They value the support for their well-being.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and the appropriate authority)

- In some subjects in the wider curriculum, teachers do not routinely check how well pupils understand what is being taught. This means that some pupils have gaps in learning and their misconceptions are not consistently addressed. The school should continue to implement strategies to systematically check pupils' understanding of the curriculum, so that teaching can be adapted to ensure that pupils embed the key knowledge.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good for overall effectiveness in May 2015.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	108369
Local authority	Gateshead
Inspection number	10346246
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	326
Appropriate authority	The governing body
Chair of governing body	Catherine Donovan
Headteacher	Rachel Hocking
Website	www.lobleyhillprimaryschool.co.uk
Date of previous inspection	4 July 2019 under section 8 of the Education Act 2005

Information about this school

- The school offers a breakfast club.
- The school does not use any alternative provision.
- The school has a specially resourced provision for pupils with autism.

Information about this inspection

- Inspections are a point-in-time evaluation of the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector spoke with the headteacher and other leaders, along with a range of staff. Meetings were held with governors and a representative of the local authority.
- The inspector visited a sample of lessons, spoke to pupils about their learning and looked at samples of pupils' work.

- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The views of parents and carers, staff and pupils were gathered through Ofsted Parent View, pupil and staff surveys and face-to-face discussions.
- The inspector scrutinised a variety of documents. These included safeguarding records, attendance information, the school improvement plan and the minutes of governing body meetings.

Inspection team

Carl Sugden, lead inspector

Ofsted Inspector

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