



Lingey House Primary School

Inspection Report

Unique Reference Number 108360
LEA Gateshead
Inspection number 277956
Inspection dates 3 October 2005 to 4 October 2005
Reporting inspector Andrew Scott

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

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|------------------------------------|--------------------|---------------------------|-----------------------------------|
| Type of school | Primary | School address | Millford |
| School category | Community | | Leam Lane Estate |
| Age range of pupils | 3 to 11 | | Felling, Gateshead, Tyne and Wear |
| Gender of pupils | Mixed | Telephone number | 0191 4334061 |
| Number on roll | 320 | Fax number | 0191 4384262 |
| Appropriate authority | The governing body | Chair of governors | Mrs C Henderson |
| Date of previous inspection | 6 March 2000 | Headteacher | Mrs C Jones |

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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

The school serves an urban neighbourhood with pockets of deprivation. Most pupils begin school with below average attainment, especially in speaking and listening. Some pupils have emotional and behavioural problems, although the number of pupils with learning difficulties and/or disabilities is broadly average. All pupils speak English as a first language. Boys tend to outnumber girls, which can influence the levels of attainment. There is little movement of pupils in and out of school and the level of attendance is average.

The school offers extended provision through its programme of breakfast and after-school activities, as well as holiday and interim childcare. The school is in a SureStart area, which provides positive support for both pupils and parents, and it is involved in a number of interesting partnerships and initiatives, such as business links with the Bank of England. It has gained several awards, including a Healthy Schools Award, an Investors in People Award and an Artsmark Silver.

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 of which its parents are rightly proud. The clear-sighted, determined and motivational leadership of the headteacher has enabled the school to make good progress in the last two years. Pupils achieve well overall. Standards have improved and by the end of Year 6 they are now average, especially in science. This is because of effective teaching. Standards are also beginning to improve by the end of Year 2, now that staffing is consistently good. Teaching and learning in the Foundation Stage are satisfactory, but teachers could do more in this area to match work to the different needs of children. Pupils' personal development, attitudes and behaviour are good because of the high expectations and care by all staff. The strong teamwork among staff ensures that they carry out their various responsibilities effectively and professionally. The governing body is closely involved with the development of the school and keeps a watchful eye on its progress. The curriculum is enriched with a varied and exciting range of learning experiences both in and out of school. However, the curriculum is not skilfully enough designed to ensure that boys learn as well as girls and that more able pupils progress as swiftly as they might. Because of its good improvement since the last inspection and effective plans for development, the school has a good capacity to improve. For all these reasons, the school provides good value for money.

What the school should do to improve further

- Raise achievement for boys and more able pupils throughout the school by ensuring that they receive a more relevant and stimulating curriculum.
- Improve provision in the Foundation Stage so that all children have the right level of challenge to meet their individual needs and develop key skills through more structured, independent play.
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Achievement and standards

Grade: 2

Pupils make good progress by the time they leave the school. When pupils start school in the nursery, standards are below average, particularly in speaking and listening. Children make satisfactory progress but do not reach the standards expected for children of their age by the end of their reception year, and work less independently than expected.

Standards by the end of Year 2 have recently been below average in English and mathematics. However, because the quality of teaching is now consistently good in Years 1 and 2, standards are beginning to rise and pupils are likely to achieve results by the end of the school year that are close to the national average. By Year 6, standards are in line with national expectations for pupils' age in English and

mathematics, although more able pupils do not achieve as well as they should. The school is on track to put this right by the end of the year. Progress in science is very good, and so standards are above average. The school has rightly identified that boys need to make better progress than girls and has started to adopt good strategies to improve their achievement.

Pupils with learning difficulties and/or disabilities also make good progress, because teachers understand their needs, set suitable work and link well with teaching assistants to provide valuable support for these pupils.

Personal development and well-being

Grade: 2

The school is right to think that pupils develop well as individuals. They have positive attitudes to work and respond well in lessons because teachers make learning fun and value pupils' contributions. Staff establish clear routines and so pupils behave well, are courteous and are considerate in and out of lessons. This is particularly evident at playtimes, when boys and girls of all ages play together harmoniously, as in a group skipping activity, for example. The improved level of attendance underlines the fact that pupils enjoy coming to school.

All staff instil a sense of responsibility in pupils and want the best for them. Consequently, pupils feel valued and secure, and are eager to contribute to the school community. The buddy system at breaktimes, for instance, guarantees that a lonely pupil is not lonely for long. The school council is good at suggesting improvements and, among other things, helped to discourage inconsiderate parking outside the school.

Pupils develop the basic skills of literacy and numeracy to a satisfactory level. Thus, they have a sound basis from which to develop further skills for later working life. Pupils appreciate how to look after themselves through eating healthily and sensible exercise. They acquire self-confidence and benefit from a wide range of cultural experiences and sport, all of which have a very positive effect on their self-esteem. As a result, pupils' spiritual, moral, social and cultural development is good.

Quality of provision

Teaching and learning

Grade: 2

The inspection team agrees that the quality of teaching overall is good. This is especially true between Years 3 and 6, and is now consistently so in Years 1 and 2, because staffing is more stable. Teachers establish a positive working atmosphere in lessons so that pupils are attentive and keen to do well. New learning is explained clearly to pupils and teachers employ good strategies to consolidate learning such as, for example, adding physical actions when counting. Teachers also use resources sensibly to motivate pupils and interactive whiteboards in some classrooms certainly help pupils to concentrate better.

For the most part, teachers set work for pupils that is relevant to their needs. As a result, most pupils feel well challenged, so they achieve well. This includes pupils with learning difficulties and/or disabilities, who particularly benefit from close support from teaching assistants. However, teachers do not always ensure that more capable pupils work to the best of their abilities.

In the Foundation Stage, teaching is satisfactory. Children learn adequately but no faster because teachers do not make the best of their knowledge of children's progress to match work closely to their needs. In addition, they do not structure learning through play with sufficient forethought.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. Each subject has a secure framework and there is a stimulating range of visits to places of interest such as museums, that extend classroom learning and reinforce knowledge of local culture. Links with business foster enterprise and an exciting project has stimulated environmental awareness. There are many opportunities for pupils to join clubs and take an active part in sport outside the normal school day. These are all positive influences on pupils' health and safety, and promote pupils' interest and enjoyment in their work.

The school already recognises weaknesses in the curriculum that it intends to improve. In the nursery and reception classes, opportunities for learning through play are not structured enough. Elsewhere, the curriculum is not designed carefully enough to motivate boys to learn as well as girls. Similarly, too little scope exists for open-ended learning, especially for more able pupils. The school is also well aware that, despite a reasonable stock of books, the library is inadequate. It is too small for group or class work and, being part of the hall, its use is disrupted by physical education lessons.

Care, guidance and support

Grade: 2

The school takes good care of its pupils. Secure systems are in place that ensure pupils' safety and are regularly updated. Many sensible initiatives have successfully encouraged pupils to adopt a healthy lifestyle. The school provides two hours of physical education each week for all pupils, for example, and offers healthy options at lunchtime which pupils willingly choose.

The school caters well for the individual needs of pupils. For example, pupils with learning or behavioural difficulties benefit from focused support from school staff and very effective links with outside agencies. Careful marking and generally effective target setting provides good guidance to most pupils on how they can improve and helps them learn, especially between Years 1 and 6. Guidance is not so well developed in the Foundation Stage.

The school promotes strong links with parents, who have a high regard for the school. Similarly, good partnerships with the local community broaden pupils' horizons and develop their social responsibilities.

Leadership and management

Grade: 2

Very good leadership by the headteacher, well supported by senior teachers, has ensured a strong sense of purpose and a distinct rise in pupils' achievement. The headteacher has been the driving force behind a range of very sensible improvements that have succeeded in creating a positive, learning environment. For instance, the refurbishment of the buildings, new exciting resources, and increased staff expertise have meant that teachers are more confident and effective, and that pupils' learning directly benefits.

The school has a very clear picture of its own strengths and weaknesses, and the inspection team agrees with the current priorities that the school has established. Senior staff are fully involved in monitoring the school's work and they draw pertinent conclusions. They are perceptive, for example, in judging the effectiveness of teaching and how it could be improved. The governing body is also effective because governors increasingly contribute to decision-making and keep a critical eye on how the school is performing.

The school has made good progress since the last inspection. Provision for pupils with learning difficulties and/or disabilities is better, and so is the role of the subject leaders. Standards within English are not yet fully secure but are certainly better. These improvements, together with the clear vision and commitment by staff, mean that the school is well positioned to develop further.

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Inspection judgements

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

Overall effectiveness

| | | |
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| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 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 | 3 | 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

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| How well do learners achieve? | 2 | NA |
| The standards ¹ reached by learners | 3 | 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

| | | |
|---|---|----|
| How good is the overall personal development and well-being of the learners? | 2 | NA |
| The extent of learners' spiritual, moral, social and cultural development | 2 | NA |
| The behaviour of learners | 2 | NA |
| The attendance of learners | 3 | 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 | 2 | NA |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 3 | NA |

The quality of provision

| | | |
|---|---|----|
| How effective are teaching and learning in meeting the full range of the learners' needs? | 2 | NA |
| How well do the curriculum and other activities meet the range of needs and interests of learners? | 3 | NA |
| How well are learners cared for, guided and supported? | 2 | NA |

¹ 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

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| How effective are leadership and management in raising achievement and supporting all learners? | 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 |

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| The extent to which schools enable learners to be healthy | |
| 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 |
| The extent to which providers ensure that learners stay safe | |
| 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 |
| The extent to which learners make a positive contribution | |
| 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 |
| The extent to which schools enable learners to achieve economic well-being | |
| 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

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5 October 2005

Dear Pupils,

Thank you for the part you played in the inspection of your school. We very much enjoyed meeting you and getting to know your school.

We agree with you that your school is a good school. We liked many things about it:

You are well behaved, kind and care for one another.

Your headteacher is very good; she has helped teaching to become better, improved your building and resources, and introduced many exciting activities.

Teaching is good, especially in Years 1 to 6, and so you make good progress in English and mathematics; you have done particularly well in science.

The school takes good care of you and you have rightly said that you feel safe at school and that teachers listen to your ideas.

You clearly like coming to school because your attendance has improved and is now much like other schools.

The exciting activities that the school provides help you to learn about the world outside and give you more self-confidence.

Your headteacher, teachers and governors know your school inside out and so have the right ideas to make the school even better.

However, we feel that the school could still improve in two ways:

The work in lessons should be planned to help boys do as well as girls, and to encourage more able pupils to work at their own pace.

Children in the nursery and reception classes need better activities to help them make good progress.

I wish your school every success for the future.

Yours sincerely,
Andrew Scott
Lead Inspector
Annex B