

# Lyndhurst School

## Inspection report

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<b>Unique Reference Number</b>	100802
<b>Local Authority</b>	Southwark
<b>Inspection number</b>	354895
<b>Inspection dates</b>	17–18 November 2010
<b>Reporting inspector</b>	Joanna Toulson

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	354
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Frankie Henry
<b>Headteacher</b>	Nick Hammill
<b>Date of previous school inspection</b>	11 March 2008
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## Introduction

This inspection was carried out by three additional inspectors. The inspection team reviewed many aspects of the school's work. Inspectors observed 13 lessons involving 15 teachers and several teaching assistants. They observed collective worship and held meetings with senior leaders, members of the governing body and pupils. They observed the school's work and examined pupils' books and documents, including the school development plan and minutes of meetings held by the governing body. They looked at documentation regarding pupils' progress and safeguarding. They analysed 113 questionnaires returned by parents and carers as well as pupil questionnaires.

Inspectors looked in detail at the following:

- Which strategies have been successful in raising attainment in both key stages in 2010?
- How effective has the school been in improving the quality of teaching and learning, especially through a period of change?
- How effective are the arrangements to support new staff to the school?

## Information about the school

This primary school is larger than average and has expanded over the last few years. There is a Nursery with children attending in either the morning or afternoon and some attending all day. The proportion of pupils known to be eligible for free school meals is above average. There is a higher than average proportion of pupils from minority ethnic groups, the largest being of Black African heritage, and a higher than average proportion of pupils who speak English as an additional language. The number of pupils with special educational needs and/or disabilities is slightly higher than average. The school has a specialist dyslexia centre which currently caters for 15 pupils. The other main difficulties relate mostly to autistic spectrum disorders, behavioural and emotional difficulties and speech and language difficulties. The school also runs a breakfast club. There has been a significant change in staffing over the last year, mostly due to teachers retiring and the need to recruit additional staff as the school has expanded.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Lyndhurst Primary School provides a good education for all pupils, together with a good level of care, guidance and support. Its significant strength is the provision and care for pupils with special educational needs and/or disabilities, both in the specialist dyslexia centre and in classes. Parents are overwhelmingly appreciative. As one parent said, 'The support that our children have received has enabled them to value themselves whilst instilling a philosophical approach to their own abilities and those of others.

Consequently, this has made them empathetic to the feelings and abilities of their friends.' Highly trained specialists give excellent support to pupils with speech and language or behaviour difficulties and as a result, these pupils, together with those with dyslexia, make outstanding academic progress as well as in their personal development and well-being.

Pupils feel very safe in this caring and nurturing environment. The improving attendance is a clear indication that pupils enjoy school and are keen to learn. They behave well because all staff have high expectations of how pupils should behave and are good role models. The outstanding curriculum makes learning fun and includes innovative ideas, such as a school radio, which pupils value. Pupils contribute a great deal to the community, for example through their involvement with the local campaign to keep Camberwell Pool open and by working on the school allotment.

The achievement of pupils without special educational needs and/or disabilities is good. Most teaching is good. Much has been done to ensure that all teachers assess pupils' work regularly and use this information to match activities to pupils' learning needs. Teachers' marking of pupils' work is extremely thorough and gives excellent feedback with clear next steps for improvement. Teachers use 'paired talk' well to encourage pupils to talk about their learning but opportunities to develop pupils' collaborative working skills are sometimes lost. Occasionally, teachers spend too long talking and this results in the pace of learning slowing with pupils becoming restless. Attainment in English is steadily improving. This is partly due to the focus on improving writing through the use of drama, better teaching of phonics (linking letters to the sounds they make) and the involvement of pupils in a national programme to improve writing in Years 3 and 4.

The fact that the school's effectiveness has been unaffected by staff changes reflects both the skills of senior leaders in managing a period of change and the quality of the staff recruited. School leaders have a clear vision of how to continue to improve. They recognise, for example, that the outdoor provision in the Early Years Foundation Stage is not as good as the indoor provision. Safeguarding procedures are no better than satisfactory because policies and risk assessments are not always formally reviewed and

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kept up to date. The improvement in the marking of pupils' work and in the attendance rate, the effective induction of new staff and the continuing good and often outstanding progress made by pupils, even through a period of change, all provide evidence that the school has a good capacity for further improvement.

**What does the school need to do to improve further?**

- Raise the quality of teaching and learning still further by:
  - giving pupils more opportunities to work collaboratively
  - keeping the pace of lessons lively so that pupils always have to work hard.
- By February 2011, raise the quality of the outside provision for the Early Years Foundation Stage so that it is as good as that provided indoors.
- By January 2011, improve the quality of safeguarding by ensuring that all policies and risk assessments are fully up to date and signed so that it is clear that they have been reviewed and shared by all staff.

**Outcomes for individuals and groups of pupils****2**

Children join the school with levels of skills and knowledge below those expected for their age. They make good progress through the school and by the time they leave Year 6, their attainment is typically broadly average. Attainment at the end of Year 6 in 2010 was an exception and was significantly above average because this year group had few pupils with special educational needs and/or disabilities and had attained well at the end of Year 2.

Pupils enjoy their learning and achieve well. Specialist teachers support the good outcomes for pupils in, for example, physical education and music. Good speaking and listening skills are developed through, for example, the use of the school radio, drama and opportunities for pupils to discuss their learning in pairs. During the inspection, several good examples of pupils being inspired to write were seen, with pupils exploring the feelings of Jack as he climbed the beanstalk and stole the giant's harp. The excellent relationships that teachers have with pupils make a significant contribution to pupils' good outcomes. For example, Year 6 pupils were encouraged to work hard to solve multiplication problems despite being tired from a very successful outdoor pursuit residential trip.

Pupils develop good attitudes to learning and are keen to do well. They are proud of their school. Pupils have a very good understanding about how to keep themselves safe. They also understand how to keep healthy, but the lack of playtime equipment and organised activities limits their ability to keep active during the lunch break. There is a wide range of opportunities to help promote pupils' personal development. These include, for example, the involvement of Black African and Black Caribbean pupils in the 'Hero Inside' project, in which they were able to work with pupils from neighbouring schools to explore their heritage, and assemblies. Initiatives such as these give time for personal reflection and are key to pupils' good spiritual, moral, social and cultural

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development. Occasionally, opportunities for social development are lost through, for example, pupils eating their packed lunch in silence.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

Teaching is very clear, aided by the use of stickers which explain the learning and how pupils can be successful, and ensure that pupils know the purpose of their learning. Teachers make accurate assessments about how well pupils are doing and plan well to move pupils' learning on. However, occasionally, more-able pupils are not sufficiently challenged, especially in mathematics. Most teaching is lively and the very good relationships between adults and pupils result in pupils behaving well. Occasionally, however, pupils lose interest when the pace of learning is too slow and teachers' expectations of the work they need to produce are too low. There is a good range of effective interventions which provide individual support to pupils and these contribute well to their good achievement.

The curriculum provides many examples of memorable experiences and rich opportunities for high quality learning and is a key strength of the school. For example,

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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pupils enjoyed dressing up and recreating the evacuation during the Second World War. They benefit from having a freedom of expression on the school radio and responded keenly to an excellent visiting theatre group which enriched their work on toys. A recent 'Maths Week' is a good example of how pupils' ideas and interests are harnessed to make learning fun, while promoting good achievement.

There are numerous examples of excellent care provided for pupils whose circumstances may make them vulnerable, which has resulted in them making good progress, despite significant barriers to their learning. Support for pupils who speak English as an additional language is less rigorous and the school recognises the need to improve the provision for this group. The breakfast club provides a good start to the day and is well attended.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The headteacher and senior leaders are successful in sharing their high expectations with staff and there is a whole-school commitment to improvement. The induction of new staff is especially effective. The very effective identification of pupils at risk of falling behind and the interventions made to support them are examples of the school's commitment to ensuring that all pupils have equal opportunity to do their best and that no pupil is subject to any form of discrimination. Effective links with parents and carers contribute well to the good outcomes for pupils. The governing body is very supportive of the school and governors visit the school frequently to monitor the impact of policy on school practice. While several aspects of safeguarding are very good, safeguarding is satisfactory overall because these good aspects are not in place across all areas. The school is highly cohesive and makes a good contribution to community cohesion by preparing pupils well for life in a diverse society but this aspect is not yet outstanding because the evaluation of its work with the local community is uneven.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2

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<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Home visits, frequent information given to parents and good transition arrangements between Nursery and Reception all contribute to children settling in quickly to school. Relationships within the Early Years Foundation Stage are good and so children feel happy and secure in this safe environment. They play well with each other and have good opportunities to learn from well-planned activities. The indoor provision is particularly strong in the Nursery, with well-defined areas which cover all aspects of learning. While there are role-play areas in both the Nursery and Reception, these are not well resourced and staff sometimes lose opportunities to model the play and the appropriate language. Teaching is good, particularly during the 'carpet sessions' so that children make good progress, especially in their personal, social and emotional development. Good assessments are made and adults play well with the children to guide their learning. The newly appointed Early Years Foundation Stage leader has already made a good start and is securing a common approach across the phase to ensure there is an appropriate balance of activities chosen by children and those led by an adult. She has an accurate view of the strengths and weaknesses in the provision. She recognises that children lose opportunities for purposeful play in the outside area because not all areas of learning are promoted here.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2



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## **Views of parents and carers**

The overwhelming majority of parents and carers say they are very happy with the school and that their child enjoys being there and this is similar to the view of the inspection team. A few commented that the school sometimes does not let them know about school events in good time and this was followed up during the inspection.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Lyndhurst Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 113 completed questionnaires by the end of the on-site inspection. In total, there are 354 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	88	78	23	20	2	2	0	0
The school keeps my child safe	69	61	44	39	0	0	0	0
The school informs me about my child's progress	46	41	63	56	3	3	1	1
My child is making enough progress at this school	53	47	54	48	3	3	1	1
The teaching is good at this school	68	60	44	39	0	0	0	0
The school helps me to support my child's learning	52	46	58	51	3	3	0	0
The school helps my child to have a healthy lifestyle	46	41	61	54	2	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	34	30	65	58	1	1	0	0
The school meets my child's particular needs	47	42	57	50	3	3	1	1
The school deals effectively with unacceptable behaviour	36	32	68	60	3	3	1	1
The school takes account of my suggestions and concerns	30	27	73	65	3	3	1	1
The school is led and managed effectively	53	47	56	50	2	2	0	0
Overall, I am happy with my child's experience at this school	79	70	30	27	1	1	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



18 November 2010

Dear Pupils

Inspection of Lyndhurst Primary School, London SE5 8SN

Thank you for welcoming us so warmly when we visited your school recently. The other inspectors and I really enjoyed meeting you and seeing you working so well in your lessons. We thought you were very well behaved and it was lovely to see how kind you are to each other. We know you are practising hard for your Christmas concert and we hope it goes well. We agree with your teachers that yours is a good school. All the staff care a great deal about how well you are doing and how happy you are. They make sure you get extra help with your work if you need it and are working hard to make your learning as interesting as possible. You know how to keep yourselves safe and healthy. It is very clear that you are proud of your school.

To improve your education further, we have asked your teachers to:

- make teaching even better by:
- giving you more opportunities to work together in small groups
- making sure that the pace of your lessons is lively and that you always have to work hard
- improve the outdoor area for the Early Years Foundation Stage so that it is as good as the indoor classroom
- always make sure that policies and other paper work about keeping you safe are kept fully up to date.

You can help your school by continuing to work hard and by telling your teacher if you find the work too easy (or too hard). Thank you again for welcoming us into your school. Enjoy the rest of the school year, especially Christmas!

Yours sincerely

Joanna Toulson

Lead inspector

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