

# Lyndhurst Primary School

Denmark House, Grove Lane, London, SE5 8SN

**Inspection dates** 5-6 November 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
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.

- Pupils have a deep understanding and appreciation of the wide range of different backgrounds and cultures within the school.
- The school promotes pupils' spiritual, moral, social and cultural development outstandingly well.
- The schools' exciting and creative curriculum, particularly the innovative use of film and radio, has a strong impact on how well pupils' achieve.
- Pupils who have disabilities and special educational needs are extremely well supported and make good progress.
- Pupils are well taught throughout the school and there is particularly effective teaching for the oldest pupils. As a result pupils make good progress and achieve well by the end of Year 6.
- The school's specialist Dyslexia Centre provides excellent support for the teaching of those pupils with specific learning difficulties.
- The headteacher provides strong and compassionate leadership. Supported by skilled and experienced senior staff, the school's effectiveness has been maintained.
- Governors give good support. They have a clear understanding of the school's performance and priorities for improvement.
- Standards in writing are good and there are many examples of creative and imaginative writing in every year group.
- The school's highly inclusive ethos fosters very high levels of care and guidance for each pupil, whatever their individual needs.
- The school's work to keep pupils safe and secure is good because strong safeguarding procedures are implemented well.

### It is not yet an outstanding school because

- Attainment in Key Stage 1 is not as strong as it is in Key Stage 2, particularly for the more-able pupils.
- Middle leaders have not been given the opportunity to manage the standards and quality of teaching and learning as fully as they should in the subjects for which they are responsible.
- Although the majority of parents strongly support the work of the school, there is scope to widen the opportunities for informing and listening to parental concerns.

## Information about this inspection

- Inspectors observed 21 lessons, or parts of lessons, taught by 19 teachers. The inspectors also observed a number of small group activities led by teachers and teaching assistants.
- Inspectors were accompanied by the deputy headteacher or assistant headteacher to two of these lessons. Meetings were held with staff, members of the governing body, a representative of the local authority and with pupils from Year 4, Year 5 and Year 6.
- The inspectors looked at pupils' work, and heard pupils read in Year 1 and Year 2.
- The inspection team took account of 53 responses to the on-line questionnaire for parents and carers, Parent View, as well as 24 responses to the staff questionnaire, an internal school parent questionnaire and a letter from a parent. Two inspectors also spoke to a sample of parents at the school gate to gather their views about the school.
- Documentation studied included: the school's self-checks on its work, information on pupils' performance, reports from external consultants, reports on pupils with special educational needs, safeguarding and child protection policies, and documents relating to the management of teachers' performance.

## Inspection team

David Nebesnuick, Lead inspector

Additional Inspector

James Hollinsley

Additional Inspector

Joyce Lydford

Additional Inspector

## Full report

### Information about this school

- Lyndhurst is an above-average sized primary school serving inner London.
- The majority of pupils are of minority ethnic heritage. The largest groups are White British, Black African and Black Caribbean.
- The proportion of pupils who do not have English as a first language is much higher than the national average.
- Above average proportions of the school's pupils are disabled or have special educational needs. An above average proportion of disadvantaged pupils are supported by the pupil premium funding given to the school on the basis of the numbers known to be eligible for free school meals or in the care of the local authority.
- The school meets the government floor targets, which set the minimum requirements for pupils' attainment and progress.
- There have been a large number of staff changes in the last two years because of illness, expansion of pupil numbers and promotion.
- The number on roll has increased since the previous inspection and currently the school is undergoing a major building extension to enable the school to become two forms of entry.
- The school has a specialist Dyslexia Centre, funded for 12 pupils. They attend individual sessions once a week. In addition the centre trains staff within the local authority and beyond.
- The nursery has been closed for the last two years owing to the building works.
- The management of the breakfast club and the afterschool club is now managed by the governing body and both were part of the inspection.

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

- Improve the quality of teaching to outstanding overall and so raise pupils' achievement in Key Stage 1 by:
  - ensuring consistent challenge for all pupils especially the more able and that they are given more appropriate and difficult work right from the start of the lesson
  - making sure that all pupils have a clear understanding of how much work they are able to complete by the end of the session in order to accelerate their progress.
- Strengthen the effectiveness of leadership and management by giving middle leaders more opportunities to develop their role in monitoring and evaluating the effectiveness of teaching and learning and standards in their areas of responsibility.
- Improve school links with parents to ensure that there is a high level of understanding and support for the successes of the school and that parental concerns are carefully listened to and acted upon.

## Inspection judgements

### The leadership and management are good

- The very experienced headteacher provides strong and compassionate leadership for the school. He is well supported by his senior colleagues, staff and governors. Pupils are at the heart of all that the school does and the community is ambitious for the school to be even better.
- Members of staff feel valued and leaders work hard to ensure that the leaders' high expectations are communicated well and acted upon.
- Leaders and governors understand that high quality teaching is essential to secure high levels of achievement. They monitor and challenge the performance of teachers well to ensure that there is a close match between how well teachers are paid and how well pupils achieve. Overall provision is good with some teaching outstanding.
- Some subject and phase leaders are relatively new to post. They are developing a good understanding of what is expected of them. Further management opportunities are planned but not yet available to enable them to develop their role in monitoring and evaluating the effectiveness of teaching and learning and the standards of their areas.
- Teachers' professional development needs are highlighted through performance management, which is carefully used to ensure that individual and school improvement priorities are met and that there is a positive impact on the outcomes for pupils.
- The high quality of care and guidance and in treating pupils and staff equally to eliminate discrimination is a strength of the school. This inclusive approach ensures that all pupils, including disabled and those with special educational needs relate easily to each other and achieve well by Year 6.
- Thorough safeguarding checks, such as the vetting of staff and child protection measures, and dedicated, caring staff keep pupils safe. Procedures are implemented well.
- The additional funding for sports and physical education is used well. The school has bought into the London Schools Network and this has enabled specialist sports training for Key Stage 1 staff that has now been successfully cascaded to all staff. The funding has enabled a widening of the curriculum with the introduction of additional sports for the pupils.
- The pupil premium funding is carefully allocated and monitored to ensure that the learning outcomes for disadvantaged pupils are good.
- There is outstanding provision in spiritual, moral, social and cultural development. Cultural enrichment is strengthened by high quality music, including singing, and high levels of pupil involvement in many drama events.
- The curriculum is rich and creative in the opportunities it offers to the pupils. There is a strong focus on the innovative use of film and radio to enhance both the teaching and learning. Full use is made of the school's proximity to London for visits to local landmarks, museums and galleries and theatres. The pupils experience a varied and balanced curriculum that prepares them well for modern Britain.
- Some parents and carers would like to see improvements in the way that the school listens to and communicates with parents. The school has recognised that this is an area for improvement and is working on extending both the range of open days and the scope of the regular newsletter.
- The local authority provides effective light-touch support for the school.

### ■ The governance of the school:

- The knowledgeable governing body has a wide range of skills and experiences and shares the vision of the senior leaders. Governors are clear about the priorities for improvement and check the school's plans for improvement carefully. They understand how well pupils are doing in relation to all pupils nationally. The governors have a clear vision that Lyndhurst School welcomes all pupils who wish to come to the school and that the teachers focus on developing the 'whole child' so that they are well prepared for the next stage in their education. They are both supportive and suitably challenging in holding the senior staff to account for all aspects of the school's activities. They are well informed about the quality of teaching, systems for managing staff performance and its link with pay progression. The headteacher's performance is reviewed carefully. The governors have ensured that finances, including the funding for disadvantaged pupils are focused on promoting pupils' achievement.

**The behaviour and safety of pupils are good****Behaviour**

- The behaviour of pupils is good. Pupils, parents and staff are positive about the standards of behaviour both in lessons and around the school.
- Pupils show positive attitudes in lessons and are keen to learn. They respond well when questioned or prompted directly by adults.
- There is an extensive range of support such as counselling and the Circle of Friends groups in place for pupils who may find relationships difficult. This ensures that there is no disruption to learning. Consequently, despite the school willingly accepting pupils who have failed to settle in other schools, there have been very few fixed-term exclusions and no permanent exclusions in recent years.
- Pupils find a strongly supportive caring environment that meets their individual needs to which they respond well. A particular feature of effective support is that given to pupils with behavioural or emotional difficulties by the school's Pupil Development Centre.
- Pupils are tolerant and very understanding of people from widely different social and cultural backgrounds. This is because of the outstanding spiritual, moral social and cultural education they receive. As a consequence they relate extremely well to each other and to adults.
- Pupils are polite, helpful, show good manners and create the harmonious and cooperative atmosphere that permeates the school.
- Pupils have a good sense of right and wrong. Bullying, in any form, is rare and pupils know about the different kinds and know how this is different from 'falling out' with each other.
- Pupils' attendance has improved, particularly by those previously persistent absentees. This is an indication of their increased enjoyment of school.

**Safety**

- The school's work to keep pupils safe and secure is good.
- Pupils report feeling really safe and secure in school because adults know them well and they feel valued and fully supported. Parents agree that pupils feel safe in school.
- Pupils have a good understanding of what constitutes a healthy and safe lifestyle. This is clearly evident in their confident, eager and skilled participation in the expressive arts and in physical activities, both in school and in out-of-school clubs. During the inspection the Year 6 pupils were enthusiastically involved in their cycling proficiency activity.
- The 'playground friends' scheme ensures that all pupils are safe and play together during break and lunchtimes. No pupil feels lonely or uncared for and pupils therefore really enjoy playtimes.

**The quality of teaching is good**

- Teaching over time has been improving. Current school self-evaluation rightly indicates that it is consistently good.
- The school has experienced considerable staff turnover during the last two years and the focus on improving teaching has been a priority. New staff have been carefully selected and given effective support to develop their skills. This strategy has successfully strengthened the teaching throughout the school.
- The school has a strong commitment to pupils' learning and teachers and teaching assistants are determined to improve all pupils' progress.
- In the best lessons, learning is good or better because teachers are skilled and able to personalise the learning well. The majority of pupils are clear about how much they have to achieve by the end of the session and work hard to meet these challenging targets. In some lessons however there is insufficient challenge, especially for the more able in Key Stage 1 and this has an adverse impact on those pupils' progress.
- Teachers work closely with teaching assistants to plan and deliver effective lessons.
- Teaching assistants support pupils' learning well, particularly disabled pupils and those with special educational needs. For example in a mathematics lesson, a small group of lower ability pupils made good progress because of the skilled questioning by the teaching assistant to ensure that those pupils achieved their potential.
- The Dyslexia Centre gives outstanding support and guidance to all teachers in the support of pupils with specific learning difficulties and this enables the school to teach these pupils within the mainstream classes. The Centre has developed an outstanding external reputation and now trains teachers throughout

the authority and beyond.

- Teachers' marking is mostly good. Teachers inform pupils how well they are doing and what they need to do to improve their work. A few pupils do not follow the guidance that teachers give them and miss the opportunities to strengthen their understanding.
- Writing throughout the school is a strength. There are many examples in the books of different types of writing and in Year 1 many of the pupils are already beginning to write at length.
- Staff teach phonics (linking letters and sounds) and develop pupils' reading skills effectively. These skills enrich the pupils' ability to read for enjoyment and to support their learning in class.
- Investigations in science are used successfully to enthuse pupils to find things out for themselves and to reflect upon the evidence. For example during a 'Dinosaur' investigation, the teacher successfully challenged pupils to revisit their initial conclusions after they had made additional discoveries.
- Pupils like and respect their teachers, want to do well and work hard as a whole class and when working away from the teacher's direct control.

### The achievement of pupils

**is good**

- Pupils' attainment when they start in Year 1 is below average and has been for several years. In the most recent results, the proportion of pupils gaining the higher level grade 3 at the end of Year 2 is well below national results. Reading and mathematics outcomes for most pupils are also below the national expectation.
- Progress across Key Stage 1 has been improving in recent years. It is slower than in Key Stage 2 because actions are not routinely taken quickly enough, particularly for the more able pupils, to ensure suitable challenge in all activities.
- Achievement in reading across the school is improving now because pupils' reading skills are built systematically year-on-year through daily morning sessions that pupils thoroughly enjoy. Phonics skills (linking letters and sounds) are well taught in Key Stage 1 and in the last phonics check, the attainment of the pupils was well above the national expectation.
- Groups of pupils continue to make good, but varied, progress in all subjects throughout Key Stage 2, which results in above average attainment and progress by the end of Year 6.
- Disabled pupils and those with special educational needs are well supported in this highly inclusive school by the teaching assistants and make similarly good progress to the other pupils.
- The most able pupils do well in Key Stage 2, in contrast to the earlier stage, and several secure the highest level 6 grades in both writing and mathematics.
- The funding for disadvantaged pupils is used to provide additional staffing to facilitate small-group work and individual support, counselling and mentoring. Owing to the very diverse needs of these pupils and the relatively large numbers within the school, the overall progress to close the gap with the other pupils has proved to be difficult and slow, particularly with the older pupils. The gap is much narrower in Key Stage 1 and has now been closed in Year 1. By the end of Year 6 the gap has narrowed in reading to two terms behind other pupils in the school, in mathematics to three terms behind and five terms in writing. The pupils are similarly behind those nationally in all subjects.
- Pupils with English not as a first language perform well across the school. No significant difference is evident in the attainment or progress based on their ethnicity or gender.
- Overall pupils make good progress across the school, reflecting the good teaching they currently receive, particularly in the older years, and attain standards that are above the national average at the end of Year 6. They are well prepared to move into and be successful at secondary school.

### The early years provision

**is good**

- The school has not had its own nursery for the last two years, owing to buildings works. There are good transition arrangements with neighbouring settings.
- The leadership and management is good. Parents are pleased how well their children settle into the Reception classes and make rapid progress.
- Children start in the Reception classes with a wide range of skills and abilities. Baseline assessments are taken within a month of admission and individual needs quickly identified.
- All children, including those who have special educational needs, make good progress from their individual starting points throughout the year because of the good support for each child and the individual work

programmes they follow. Each child has their own learning targets.

- There is good support from parents and carers and communications through the home-to-school 'learning journeys' logs which are highly valued. Parents contribute their own comments about home learning and progress.
- Behaviour is good and as a result the children feel safe and happy in Reception. They like what they learn and they cooperate well with each other, readily sharing equipment in the different activities, for example in sorting different animals and in building a train track.
- Teachers and nursery nurses work effectively as a team, planning the weekly activities to ensure that learning is enjoyable and exciting.
- There is a sharp focus now on developing children's writing skills, as these skills are not as strong as other skills.
- A good assessment record detailing each child's progress ensures a smooth transition into the three Year 1 classes.

## 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

<b>Unique reference number</b>	100802
<b>Local authority</b>	Southwark
<b>Inspection number</b>	449392

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4-11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	387
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jon Cooper
<b>Headteacher</b>	Nick Hammill
<b>Date of previous school inspection</b>	17 November 2010
<b>Telephone number</b>	0207 7033046
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