

# Hetton Lyons Primary School

Four Lane Ends, Hetton-le-Hole, Houghton le Spring, Tyne and Wear, DH5 0AH

## Inspection dates

13–14 November 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Children enter the school with skills that are below those typical for their age. They make good progress across the Early Years Foundation Stage due to good teaching and a caring approach by all staff.
- Pupils continue to make good and sometimes outstanding progress in all year groups. As a result, by the end of Year 6, the proportion of pupils reaching the expected standards in reading, writing and mathematics is above average.
- This represents good achievement from their starting points on entry to school.
- Pupils' achievement is rapidly improving because the proportion of outstanding teaching is increasing as teachers develop their skills further.
- Teaching is usually good and sometimes outstanding. Teachers have good subject knowledge and use their questioning skills very well to improve pupils' understanding. Lessons proceed at a good pace and staff are very effective at engaging pupils in learning.
- Pupils' behaviour in and around the school is exemplary. They have an excellent understanding of how to keep safe in different situations. Relationships are strong in this very caring school. Pupils enjoy coming to school work hard and are keen to succeed
- The curriculum is good. It provides themes that enhance pupils' understanding of the world and engages them well in learning. The school's commitment to pupils' spiritual, moral, social and cultural understanding underpins pupils' excellent personal development.
- The headteacher's excellent leadership, well supported by a strong and skilful deputy headteacher, show great determination in driving forward improvements. Consequently, the quality of teaching and pupils' achievement is rapidly improving.
- The governing body provides increasingly good support and challenge in order to help the school improve further. Governors know about the quality of teaching and pupils' progress. They ensure that the pupil premium funding has a positive impact on pupils' progress.

### It is not yet an outstanding school because

- Not enough teaching is outstanding.
- Pupils do not always know how to use the school's success criteria so they can improve their own work.
- Work set does not always sufficiently
- Not enough most-able pupils reach sufficiently higher levels in their writing across the school. They do not have the advanced reading skills needed to understand more difficult texts to enable them to achieve their full potential.

challenge all pupils.

## Information about this inspection

- Inspectors observed 30 lessons or parts of lessons of which two were observed jointly with the headteacher and three with the deputy headteacher.
- Inspectors observed groups of pupils working with teaching assistants and listened to some pupils read from different year groups in lessons, including a specific group from Year 2.
- Inspectors talked to a range of pupils, including the school council, about their work and play in the school.
- Meetings were held with five governors as well as teaching staff, including senior and middle leaders. Discussions were held with a representative of the local authority.
- Inspectors took account of 25 responses to the online questionnaire (Parent View). They also considered the school’s staff questionnaires.
- Inspectors observed the overall work of the school and looked at a number of documents including the school’s data about pupils’ current progress. They also studied documents relating to safeguarding, governance, behaviour and attendance.
- Inspectors also looked at a range of other evidence including school displays, the school website, and evidence representing the school’s wider achievements beyond the classroom.

## Inspection team

David Shearsmith, Lead inspector

Additional Inspector

Geoffrey Seagrove

Additional Inspector

Anne Humble

Additional Inspector

## Full report

### Information about this school

- The school is larger than the average-sized primary school.
- A well-above average proportion of pupils are known to be eligible for the pupil premium, which is additional government funding for those pupils eligible for free school meals, children in the care of the local authority and children of service families.
- An above average proportion of pupils are supported through school action. An above average proportion of pupils are supported at school action plus or have a statement of special educational need.
- The majority of pupils are of White British heritage.
- The school has achieved the Science Quality Mark, Basic Skills Quality Mark and Eco Green Flag Awards.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The Early Years Foundation Stage is taught in a separate Reception class unit with three teachers.
- The school has a breakfast club each morning managed by the governing body.
- A new headteacher and deputy headteacher were appointed in September 2011.
- Over the last two years the school has experienced turbulence in staffing, with a significant proportion of staff having varying amounts of time away from the school, including staff that hold key leadership roles in the school.

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

- Improve the quality of teaching further so that more is outstanding to raise pupils' achievement further, particularly for the most-able, in reading and writing by:
  - ensuring that pupils know how to use the school's success criteria in all lessons so they can check on and accelerate their own learning and progress
  - making sure that activities always sufficiently challenge all pupils
  - ensuring that the most-able reach higher levels in their writing across the school
  - making sure the most-able pupils possess the more advanced reading skills needed to have a greater understanding of difficult texts.

## Inspection judgements

### The achievement of pupils is good

- Pupils' achievement is good from their different starting points. Turbulence in staffing has slowed the school's improvement in ensuring that all groups of pupils make outstanding progress across the school. However, as teachers develop their skills further, pupils' achievement is improving rapidly.
- Children enter the school with skills that are below those typical for their age, with their basic mathematical and literacy skills being much lower. They make good progress overall across the Early Years Foundation Stage as the teaching is consistently good. They settle quickly and enjoy learning as staff members ensure that pupils feel valued in a nurturing and caring environment.
- Pupils make good and sometimes outstanding progress across Key Stage 1. They reach standards in reading, writing and mathematics that are broadly average overall, before they move on to the next stage.
- Pupils continue to make good and sometimes outstanding progress across Key Stage 2. Pupils make accelerated progress across Years 5 and 6 because here more teaching is outstanding. By the time they leave in Year 6, standards in reading, writing and mathematics are above average.
- The school has adopted a systematic approach to teaching phonics (the sounds that letters make) and this is having a very positive impact on developing pupils' reading skills. In the Year 1 phonic reading check pupils performed well and achieved skills that were broadly in line with what pupils achieved nationally over the last two years.
- The most-able pupils make good progress overall. In mathematics they are particularly successful and reach standards that are well above average by the time they leave Year 6. In 2013 six pupils achieved a Level 6 in mathematics. However, in writing and reading, the most-able pupils do not reach their full potential. This is because not enough pupils reach high enough levels in their writing skills across the school and they do not have the advanced reading skills to understand more challenging text.
- The school demonstrates the promotion of equality of opportunity successfully by using its funding effectively to improve outcomes for pupils through well targeted individual and group teaching. Pupils known to be entitled to the pupil premium, including those known to be eligible for free school meals, make good progress. By the time they leave Year 6, they are almost one term ahead of similar pupils nationally. They reach standards that are just below average in reading, writing and mathematics although the gap between others in the school is closing rapidly.
- Disabled pupils and those who have special educational needs make similar good progress to that of their peers due to the skilful teaching and guidance they receive from support staff.

### The quality of teaching is good

- Teaching over time is typically good and some is outstanding. The proportion of outstanding teaching is increasing as teachers develop their skills more.
- Teachers are very successful in using their questioning skills to test pupils' knowledge and extend pupils' understanding further. Teachers have good subject knowledge and use it effectively to promote pupils' learning and progress.
- Teachers choose exciting activities that inspire pupils to learn. As a result, pupils are typically highly engaged in lessons and are keen to learn.
- In some lessons all pupils are challenged through carefully planned tasks and activities that enable them to reach the highest levels in their work. In a Year 6 mathematics lesson, for example, pupils were challenged to solve a problem using a wide variety of calculations. As a result they made rapid progress and reached high levels in their mathematical understanding. However, this is not consistent practice across the school and so sometimes pupils do not make

as much progress as they could.

- Where teachers ensure that pupils know how to be successful in lessons by using the school's success criteria effectively, better progress is made. Pupils are challenged to check on their own learning and progress. This was observed in two writing lessons in Year 2. All pupils clearly understood how to be successful. One teacher also ensured that pupils used a writing checklist to check on their own work. Consequently some pupils made outstanding progress in their writing. This is not the case in all lessons as pupils do not know how to be successful so they can check on and accelerate their own learning and progress.
- Teachers mark pupils' work diligently. They give clear points for improvement, particularly in writing. This has a positive impact on enabling pupils to improve their work. Teachers often encourage pupils to respond to comments made. This further helps pupils reach a higher standard in their work. In mathematics teachers are effective at dealing with pupils' misconceptions. Pupils are given time to correct their work and this also accelerates their progress and understanding.
- Teaching assistants are deployed well and mainly work alongside pupils in lessons. They provide good and often outstanding support and guidance for pupils, particularly those who have significant difficulty with learning. This effectively ensures that pupils have the opportunity to work alongside their peers and feel part of the lesson. They are well-briefed and are very adept at modifying activities to suit pupils' individual needs.

## **The behaviour and safety of pupils** are outstanding

- Behaviour in and around the school is exemplary. Pupils really enjoy coming to school to work and play with their friends. Relationships are strong in this caring, family school. Pupils say they get on well with each other and enjoy the range of out-of-school activities that the school provides.
- The school's records show that pupils behave very well and that parents are also very positive about pupils' behaviour.
- Pupils are keen and eager to learn and want to succeed; this has a positive impact on their learning and progress in lessons.
- The school's breakfast club is well attended and pupils enjoy this good start to their school day. They also enjoy good quality school meals that contribute well to pupils' health and well-being.
- The school provides a range of sporting activities. Sports coaches run a range of exciting activities before the start of school. The school has clear plans to use the government's new sports funding to extend its sporting activities by increasing pupil participation and improving staff skills.
- The school has a range of rigorous systems to monitor attendance and robust strategies to support and encourage pupils' regular attendance. These are having a positive impact on ensuring that pupils attend well. Attendance is below average but is improving rapidly.
- Pupils say there is no bullying and know that staff will help sort out any problems they may have. Pupils have a very good understanding about different forms of bullying, including on the internet.
- Spiritual, moral, social and cultural development is strength of the school and underpins pupils' personal development. Pupils relate well to each other and have a very good understanding of other cultures. They have a thirst for learning and participate well in lessons as partners and in groups. They have excellent attitudes to learning and are always keen to do their best in lessons.
- Pupils take responsibility for a wide range of activities to support the school's work. Playground buddies are very proactive at playtime, helping pupils to play. 'Eco-Team' pupils switch lights off and generally conserve energy. Others help out with jobs throughout the school. All are developing into very responsible citizens.
- Pupils have an excellent understanding of how to keep safe in a range of different situations, including water and fire. The school ensures, through its curriculum, that pupils are given very

good guidance about keeping safe.

## **The leadership and management** are good

- The headteacher shows determined and excellent leadership skills and knows clearly how successful the school can be. She is very well supported by a skilful and committed deputy headteacher.
- Although they have been hampered by a significant amount of turbulence in staffing, this strong partnership, together with the strong and effective subject and phase leaders has improved the quality of teaching since the previous inspection and standards are rising.
- Senior leaders regularly meet with staff to check on pupils' progress. This ensures that those pupils identified as in danger of falling behind are quickly identified and effective extra help put in place to help them catch up.
- The school has a very good understanding of its strengths. It has accurately identified the key areas to improve in the school improvement plan. This is successfully driving developments in teaching and raising achievement.
- The school uses performance management wisely. Staff have clear targets to improve their teaching; those related to pupils' progress are challenging. Teachers are rewarded appropriately for their roles as leaders, including for short-term projects to improve aspects of the school's work.
- The school's curriculum provides rich, exciting activities and themes that inspire pupils to learn. Pupils have access to high quality musical experiences. They learn to play a range of musical instruments. The school has a talented choir. The school promotes pupils' spiritual, moral, social and cultural experiences exceptionally well, including the teaching of French. Pupils' mathematical and literacy skills are embedded through activities that enable pupils to apply these skills across a range of subjects.
- The school's very open approach effectively engages parents' participation and promotes pupils' good achievement. One parent wrote, 'Family learning gives me and my son the chance to grow together in a new way'.
- The school has a range of partnerships. One particularly strong partnership links with local schools and another is focussed on new teacher training. Both make a significant contribution to teaching so that more is outstanding.
- The local authority gives very light touch support to this good and rapidly improving school.
- Safeguarding meets requirements as the school gives this due regard, including a regular check by a governor on how safe and secure the school is.
- **The governance of the school:**
  - The governing body provides increasingly more challenge and support to enable the school to improve further. Governors have an 'Evaluation Day' in the school. This is particularly successful in promoting their understanding of the quality of teaching and pupils' work in books. Governors have discussions with staff and consequently are very knowledgeable about the work of the school. They use the pupil premium funding wisely and appreciate that what the school is doing, is improving pupils' performance. Finances are managed effectively, with staff being rewarded appropriately for their teaching skills and funding provided to promote leadership skills. Governors ensure that the plans of how to use the government's sports funding to improve the school's sports provision are having a positive impact on pupils' participation.

## 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>	108797
<b>Local authority</b>	Sunderland
<b>Inspection number</b>	425933

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>	435
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Linda Friberg
<b>Headteacher</b>	Susan Bell
<b>Date of previous school inspection</b>	7 November 2008
<b>Telephone number</b>	0191 553 6744
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