

Lumley Infant and Nursery School

Great Lumley, Chester le Street, County Durham, DH3 4JL

Inspection dates 12–13 June 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Children thrive in the happy, family atmosphere of this school. All make outstanding progress in their learning and personal development. More pupils in Year 2 reach expected standards and higher than expected standards than nationally.
- What the school does to help pupils read is excellent. They become confident readers who love books.
- Teaching is outstanding overall and never less than good. All teachers have excellent relationships with their pupils. Teachers' knowledge of pupils means that they match work carefully to get the best out of them.
- Occasionally, where teaching is good, pupils are not given enough opportunities to work independently or think for themselves and use their own ideas.
- Teachers mark pupils' work regularly using a system of symbols which pupils understand. However, school leaders are aware that pupils have not been given the opportunity to respond to the marking to help them develop their learning further.
- Pupils enjoy their lessons and work hard because teachers make learning fun, imaginative and exciting.
- Behaviour in the school is exemplary. Pupils play together well in the playground supported by enthusiastic adults. Lunchtimes are enjoyable occasions to chat with friends. As a result, pupils say they feel very safe in school.
- All members of staff say they enjoy working in the school and are fully committed to ensuring that pupils receive the best education they can.
- The headteacher and senior leaders have an in-depth knowledge of the school's strengths and areas to develop. As a result, they are quick to address any concerns. They have successfully and rapidly improved the achievement of pupils entitled to pupil premium funding, for example.
- The governing body acts as a highly effective critical friend, enabling the school to improve and develop successfully. Governors understand the school's priorities well and have very good procedures to check first-hand what is happening in school.
- The curriculum is outstanding. It is organised so that there are clear steps to build up knowledge and understanding but in a way which is relevant, exciting and practical.

Information about this inspection

- Inspectors observed 18 lessons or part lessons taught by seven teachers including two observed jointly with the headteacher. In addition, short visits were made to observe small groups of pupils being taught by teaching assistants.
- Meetings were held with one group of pupils, four members of the governing body, school leaders and managers and the parent support adviser. There was a telephone discussion with a representative from the local authority.
- Inspectors heard pupils of different ages read.
- Inspectors took into account responses to the school's own survey and the 32 responses to the on-line questionnaire (Parent View) and 22 responses to the staff survey.
- Inspectors also observed the school's work and took into account work in pupils' books, the school's data on pupils' progress, improvement plans, planning and monitoring information, minutes of governing body meetings, records relating to behaviour and attendance and documents relating to safeguarding.

Inspection team

Susan Waugh, Lead inspector

Additional Inspector

Jane Beckett

Additional Inspector

Full report

Information about this school

- This is a smaller than average sized school.
- Nearly all pupils are of White British heritage and speak English as their home language.
- The percentage of pupils known to be eligible for pupil premium funding (additional funding for those who are eligible for free school meals, children from service families and those children who are looked after by the local authority) is below average.
- The proportion of children who need extra help with their learning and are supported through school action, school action plus or with a statement of special educational needs is below average.
- The school holds a number of awards including enhanced Healthy School status and the Basic Skills Quality Mark.
- The school is recognised as a Leadership Development School and provides support and advice to other schools when it is requested.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by:
 - consistently providing opportunities for pupils to learn independently, investigate and find out for themselves using their own ideas
 - providing opportunities for pupils to respond to teachers' marking so that learning develops further.

Inspection judgements

The achievement of pupils is outstanding

- Just over half of children start school with skills that are similar to those typically expected for their age. Others have skills which are below those typically expected. Children do extremely well in the Early Years Foundation Stage so that a large majority start Year 1 with broadly average skills for their age. They continue to make sustained progress throughout Key Stage 1 so that by the time they leave the school most have reached the standard expected of them and more reach higher than expected standards than are reached nationally. Overall this represents excellent progress.
- Standards are consistently above average in reading, writing and mathematics. Pupils with special educational needs reach standards higher than their peers nationally in reading and writing. Standards reached in mathematics are similar to their peers nationally. This is because of the outstanding progress they make.
- As a result of well-targeted use of resources by school leaders, pupils who are entitled to pupil premium funding are now making much more rapid progress which is similar to other pupils. As a result, the standards they reach have improved considerably. For example, this group of pupils were the equivalent of two years behind other pupils in writing but they are now achieving almost as well.
- Pupils make excellent progress in reading. They learn letters and the sounds they make to a high standard and this means that by the time they leave school at the age of seven many are reading fluently with expression. They enjoy reading and eagerly talk about their favourite books. For example, some pupils talked enthusiastically about their enjoyment of the 'Horrible Histories' series while another said they preferred the variety of stories in the comic they bought.

The quality of teaching is outstanding

- Teachers' infectious enthusiasm in all lessons creates an atmosphere of expectancy and keenness in pupils who clearly enjoy learning. They participate readily, offering thoughts and answers to questions confidently. Because of pupils' excellent behaviour in lessons no learning time is lost. They get on with their work promptly and are extremely proud of their efforts.
- Teachers and teaching assistants work together exceptionally well and the support teaching assistants provide to pupils is of a very high standard. They know pupils very well and as a result can tailor work precisely to help pupils make the best progress. They are enthusiastic and encouraging and this helps pupils to have the confidence to achieve highly.
- Lessons are planned meticulously, building learning progressively throughout the session and over time. Teachers take careful account of what pupils have learned and the errors they have made to plan for the next day. For example, in an excellent mathematics lesson the teacher used examples of pupils' work from the previous day to deepen their understanding of different calculations. Pupils were challenged to explain how they had arrived at the answer and identify the links with other calculation methods.
- Teachers use questioning highly effectively to check pupils' understanding but also to extend their learning. In a Year 1 class the teacher checked pupils' understanding of spelling patterns by deliberately giving incorrect answers and asking what she had done wrong.
- As a result of the very careful checking of pupils' understanding and regular marking of work, teachers are able to precisely match work to ensure they get the best out of pupils so that they make the progress they are capable of.
- Teachers use highly imaginative approaches to make learning interesting and enjoyable. Reception class pupils were greeted by the teacher who spent the day dressed as a pirate and took children on a treasure hunt in the school 'forest'. The words they hunted for had to be read and sorted using skills which had just been taught. The pupils were totally absorbed in the task

and consequently made rapid progress.

- Occasionally, where teaching is good pupils are not given enough opportunity to work independently or to work out solutions for themselves using their own ideas. This results in some pupils not making as much progress as they could be capable of.
- Pupils have a clear idea of what they have done well and what needs extra work as a result of the regular and accurate marking undertaken by teachers. School leaders recognise that pupils have not been given an opportunity to respond to the marking so that their learning develops further.

The behaviour and safety of pupils are outstanding

- The school is a happy, harmonious and caring community. Adults are exceptionally good role models and as a result pupils are friendly and courteous. They have extremely good manners. They hold doors open for adults and respond to questions politely. Even the youngest children negotiate patiently with each other when they want to play with the same toy at the same time.
- Behaviour at all times is exemplary. Pupils and parents confirm that behaviour is of a high standard and incidences of poor behaviour are exceptionally rare. Playtimes are happy and orderly occasions. A good range of games equipment keeps pupils occupied and active, while others are content to sit under the 'friendship tree' and chat with each other.
- Pupils say they feel safe in school. They have excellent relationships with adults and say that they would know who to go to if they were upset or concerned.
- Pupils' learn very well about the need to respect each other's differences. For example, recent visitors explained to pupils about living with a visual impairment.
- The school places a high priority on pupils' safety and they are given a wide range of opportunities to learn about keeping safe. They have an excellent understanding of the dangers of using the internet, of how to keep safe crossing the road and of fire safety.
- Most pupils attend school regularly and nearly all arrive on time. The school has rigorous systems for checking pupils' attendance and close working with external agencies has resulted in very few pupils having high levels of absence which are avoidable.

The leadership and management are outstanding

- All staff are overwhelmingly positive about working in the school. They comment on their pride in the school, the teamwork and positive environment. They are unstinting in their praise for the headteacher and the way she has supported them to become better at their job. This has been achieved through rigorous and regular checking of performance, precise targets for improvement and well-chosen opportunities for each member of staff's professional development. Additionally, staff receive coaching and support from more experienced colleagues which helps them to develop their expertise.
- Leaders have an excellent knowledge of the school's strengths and areas for development. All aspects of the school's performance are regularly checked using accurate and thorough systems. Any drop in performance is rapidly addressed. Consequently, the school has a sustained track record of excellence and the ability to continue to make improvements.
- The local authority recognises the expertise within the school and brokers support for other schools to benefit from that expertise. Equally, school leaders value the relationship with the local authority and the challenge and support they provide to help the school continue to develop.
- Leaders are fully committed to ensuring equality of opportunity for all pupils. This is demonstrated in their effective use of pupil premium funding to provide additional support and to purchase resources to improve standards.

- The school's excellent partnership with parents makes a very positive contribution to pupils' learning. There are many opportunities provided for parents to understand what pupils are learning and how they can help. Additionally, the parent support adviser offers valuable support.
- The curriculum is outstanding because it ensures that pupils' academic and personal development is excellent. Exciting and relevant topics are used to engage and enthuse pupils who thoroughly enjoy the practical, active and imaginative activities which are provided. For example, pupils' excellent scientific knowledge is supported by an ever-changing interactive 'science lab' which encourages pupils' exploration and investigation. The school grounds are used to great effect and a wide range of visits and visitors enhance pupils' cultural and spiritual understanding.
- Safeguarding procedures meet statutory requirements. Policies and procedures are in place and are checked to ensure they are implemented as they should be.
- **The governance of the school:**
 - Governors are very clear about their role as guardians of an excellent school at the heart of the community. They use their in-depth knowledge highly effectively to consider the best use of finances and resources. For example, the secondment of the headteacher to another school was permitted only after lengthy debates so governors could assure themselves that it was in the best interests of their own school. Governors use their own expertise to great effect by enhancing the leadership of the school. They have excellent first-hand knowledge of the school through visits, use of school data and parental feedback and use this information diligently to ensure that they maintain the very high quality of education the school provides, including making careful decisions about the management of staff performance.

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

Unique reference number	114003
Local authority	Durham
Inspection number	412890

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

Type of school	Primary
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	187
Appropriate authority	The governing body
Chair	Brian Walker
Headteacher	Tracey Wilson
Date of previous school inspection	16 May 2008
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