**This is what Ofsted said about Lyndhurst:**

**Grade descriptor for achievement and progress of pupils at the school: 3**

**‘Pupils are progressing at least as well as all pupils nationally given their starting points. Groups of pupils, including disabled pupils and those who have special educational needs, are also making progress in line with similar groups of pupils nationally. Performance is usually at least in line with floor standards. Pupils generally learn well in most subjects, with no major weaknesses. As a result, they are acquiring the knowledge, understanding and skills, including those in reading, writing, communication and mathematics, to ensure that they are prepared adequately for the next stage in their education, training or employment. The standards of attainment of the majority of groups of pupils are likely to be in line with national averages for all pupils. Where standards of groups of pupils are below those of all pupils nationally, the gaps are closing overall. In exceptional circumstances, where attainment, including attainment in reading in primary schools, is low overall, it is improving over a sustained period’.**

**Grade descriptor for the quality of teaching and learning at the school: 3**

**‘Teaching results in most pupils, and groups of pupils, currently in the school making progress that is broadly in line with that made by pupils nationally with similar starting points. There is likely to be some good teaching and there are no endemic inadequacies in particular subjects, across year groups or for particular groups of pupils. Teachers’ expectations enable most pupils to work hard and achieve satisfactorily and encourage them to make progress. Due attention is often given to the careful assessment of pupils’ learning but this is not always conducted rigorously enough and may result in some unnecessary repetition of work for pupils and tasks being planned and set that do not fully challenge. Teachers monitor pupils’ work during lessons, picking up any general misconceptions and adjust their plans accordingly to support learning. These adaptations are usually successful but occasionally are not timely or relevant and this slows learning for some pupils. Teaching strategies ensure that the individual needs of pupils are usually met. Teachers carefully deploy any available additional support and set appropriate homework, and these contribute reasonably well to the quality of learning for pupils, including disabled pupils and those who have special educational needs. Pupils are informed about the progress they are making and how to improve further through marking and dialogue with adults that is usually timely and encouraging. This approach ensures that most pupils want to work hard and improve. Communication skills, including reading and writing, and mathematics may be taught inconsistently across the curriculum’.**

**Grade descriptor for behaviour and safety of pupils at the school: 2**

**‘There are few well founded concerns expressed by parents, carers, staff and pupils about behaviour and safety. Pupils are typically considerate, respectful and courteous to staff and each other and consistently meet the school’s expectations. This makes a very positive contribution to a well ordered, safe school. The very large majority of pupils are consistently punctual to school and to lessons. In lessons, pupils demonstrate positive attitudes towards the teacher, their learning and each other. Their good levels of engagement allow lessons to flow smoothly throughout so that disruption is unusual. Pupils, including those with identified behavioural difficulties, respond very well to the school’s strategies for managing and improving behaviour, which are applied consistently. Disruptive incidents seldom occur. There are marked improvements in behaviour over time for individuals or groups with particular needs. Instances of bullying, for example, cyber-bullying and prejudice-based bullying related to special education need, sexual orientation, sex, race, religion and belief, gender reassignment or disability, are rare. Pupils have a good awareness of different forms of bullying and take active steps to prevent it from occurring. The school swiftly and successfully addresses any incidents of bullying that do occur, thus gaining the full confidence of pupils, parents and carers. Pupils feel safe at school. They understand clearly what constitutes unsafe situations and how to keep themselves safe. Where pupils are able to influence their own attendance, it is likely that attendance will be above average for all sizeable groups of pupils, or showing sustained and convincing improvement over time’.**

**Grade descriptor for the quality of leadership in and management of the school: 2**

**‘Key leaders and managers, including the governing body, consistently communicate high expectations and ambition. They model good practice and demonstrably work to monitor, improve and support teaching, encouraging the enthusiasm of staff and channelling their efforts and skills to good effect. As a result, teaching is improving and is at least satisfactory, with much that is good. Planned actions based on accurate self-evaluation to overcome weaknesses have been concerted and effective. As a result, achievement has improved or consolidated previous good performance. The school’s curriculum provides well organised, imaginative and effective opportunities for learning for all groups of pupils including disabled pupils and those with special educational needs, promotes positive behaviour and safety and provides a broad range of experiences that contribute well to the pupils’ achievement and to their spiritual, moral, social and cultural development. The school usually works well with parents and carers, including those who might traditionally find working with the school difficult, to achieve positive benefits for pupils. The school’s arrangements for safeguarding pupils meet statutory requirements and give no cause for concern’.**

**Grade descriptor for the overall effectiveness of the school: 3**

**‘Achievement, behaviour and safety, the quality of teaching and learning, and leadership and management are all likely to be at least satisfactory with some significant good practice. In addition, the school takes reasonable steps to promote pupils’ spiritual, moral, social and cultural development, enabling them to develop the skills and personal qualities needed to work together in a generally cohesive learning community. As a result, pupils and groups of pupils have a generally positive experience at school and are not disadvantaged as they move to the next stage of their education, training or employment’.**