

# Lypiatt Primary School and Early Years Centre

Inspection report

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<b>Unique Reference Number</b>	126185
<b>Local Authority</b>	Wiltshire
<b>Inspection number</b>	381191
<b>Inspection dates</b>	24–25 November 2011
<b>Reporting inspector</b>	Joyce Cox

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>	22
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Wyatt
<b>Headteacher</b>	Carolyn Atkins
<b>Date of previous school inspection</b>	25 March 2009
<b>School address</b>	Services Cotswold Centre Corsham Wiltshire SN13 9TU
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<b>Age group</b>	3–11
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## Introduction

This inspection was carried out by one additional inspector who observed three teachers and visited eight lessons. She held meetings with the Chair of the Governing Body, staff, parents and carers, and pupils. The inspector observed the school's work, and looked at the school improvement plan, assessment information, teachers' planning, pupils' work and safeguarding procedures. She also analysed questionnaires returned by 22 parents and carers, 10 members of staff and five pupils.

The inspector reviewed many aspects of the school's work. She looked in detail at a number of key areas.

- How successfully staff are improving pupils' progress in reading throughout the school.
- How effectively staff assess pupils' progress and identify next steps in their learning.
- The quality of the outdoor learning environment for children in the Early Years Foundation Stage.

## Information about the school

Lypiatt Primary School and Early Years Centre is a very small school situated within an army base called the Services Cotswold Centre. It is the only primary school in the country serving armed forces' families needing temporary accommodation following separation, bereavement, or discharge from the services or other welfare reasons. The majority of pupils are known to be eligible for free school meals. Pupils transfer from a large number of schools, usually from Germany, Cyprus and other countries. There are two newly built accommodation blocks for the use of severely wounded soldiers and their families following injury in Afghanistan. The school offers temporary admission to any children in these families.

Pupils stay at the school for short periods ranging from one or two weeks to three months (on average), with a few staying up to ten months until their families find alternative accommodation. This means there is a constant turnover of pupils joining and leaving the school. There are three classes in the school; one for Key Stage 1 pupils, one for Key Stage 2 pupils, and Nursery and Reception children are taught in the Early Years Centre. Most pupils have significant and varying emotional needs and often have learning difficulties. The majority of pupils are from White British backgrounds with a very small proportion from minority ethnic families. No pupils speak English as an additional language.

**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

This is a good school. Pupils are exceptionally well cared for and are happy, work hard and achieve well in the short time they are at the school. Pupils have an outstanding awareness of how to keep themselves fit and healthy. Parents and carers are exceptionally happy with all aspects of the school. One parent or carer, speaking for many, commented, 'The headteacher and the staff do a fantastic job. Since leaving Germany my children's reading and writing has strongly improved and they love learning.' Children in the Early Years Foundation Stage have an excellent learning environment and a happy and successful start. Teaching throughout the school is consistently good, although the headteacher and staff are ambitious for it to be outstanding. Lessons are conducted at a good pace and staff engage pupils in interesting and practical activities. Learning intentions are shared with pupils but they are not always written in child-friendly language. Teaching assistants provide good support for pupils with special educational needs and/or disabilities. Precise analysis of assessment information highlights those pupils who need extra support. Reading, writing and mathematics are taught carefully and systematically. As a result, pupils reach broadly average standards in their current work. Staff are never complacent and correctly identify that pupils could do even better in their reading, particularly if guidelines for parents and carers are made clearer when they listen to pupils reading at home. The school recognises that new staff have not had sufficient training in teaching letters and sounds.

Pupils' behaviour is outstanding and contributes extremely well to the purposeful atmosphere in classrooms and to their good progress. They say they like school very much because, 'Our teachers are very kind and make you feel really welcome. We will miss this school very much when we have to move again.' The governing body and staff have outstanding awareness of safeguarding issues and, consequently, pupils say they feel extremely safe in school at all times. Good classroom management and careful planning for mixed-age classes ensure that work is carefully matched to the needs of individuals and groups. Pupils are very involved in their learning and enjoy working hard to achieve their targets. The curriculum is good and pupils experience many interesting projects, visits and visitors. The headteacher is an excellent leader who has successfully fostered a dedicated staff with a shared vision of what needs to be done to maintain and improve pupils' emotional well-being and their academic achievement. Self-evaluation is very accurate and demonstrates the high expectations that are being set for future developments. Consequently, the school has correctly identified the key areas for improvement. The many improvements to teaching, assessment and the curriculum since the last inspection, coupled with the ambitious and determined leadership, mean that the school

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demonstrates a good capacity for sustained improvement.

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

- Raise standards in reading by:
  - providing additional training for staff in teaching letters and sounds (phonics)
  - making sure that parents and carers have very clear guidelines to follow when they support their children with their reading at home.
- Improve the quality of teaching even further by sharing the best practice in the school and ensuring pupils' learning targets are always written in child-friendly language.

## Outcomes for individuals and groups of pupils

<b>2</b>
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Pupils, including those who have special educational needs, say they 'love school and learn a lot'. This is reflected in their above average attendance. Inspection findings endorse pupils' views because all groups of pupils make good progress. School baseline data show that on entry, the majority of the children are well below the expected levels especially in their emotional and social development and in their dispositions to learning. Observations by the inspector and other evidence presented by the school confirm that pupils' attainment is broadly average. Well-organised additional intervention programmes for pupils with special educational needs and/or disabilities ensure they do well. Pupils who join the school mid-year settle extremely well and make good progress because staff make detailed assessments so they can quickly gauge pupils' learning needs and target additional support where necessary. Very few pupils take national tests, making national comparisons and target setting very difficult. For example, there are no statutory targets for next year as there are currently no Year 4 or Year 5 pupils in school. Therefore, the school bases its approach in measuring pupils' progress and skill development on short-term targets.

In the large majority of lessons seen, most pupils made good progress. Pupils show positive attitudes to learning and impressive levels of sustained concentration. All pupils are clearly very involved and engaged in their learning. They have a good understanding of how well they are doing and what they need to do to improve their work. Pupils' behaviour is outstanding and they say they 'definitely feel very safe in school because you need a pass to get onto the camp and the guard is on duty night and day'. Pupils are also very clear about internet dangers. They have an exceptionally good understanding of why some foods are healthier than others and clearly enjoy the wide range of sports events on offer including swimming. They say they love the healthy breakfast and school meals cooked on the premises by their 'five star chef'. Pupils' relationships with staff and each other are excellent and they show great empathy for others by raising money for various local, national and global

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charities. For example, during a recent ‘enterprise week’ they made chocolate reindeers, bird feeders and Christmas cards to raise money for ‘Children in Need’. Pupils’ spiritual, moral, social and cultural development is good and pupils from a range of different backgrounds get on very well together.

*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	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils’ behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</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?**

Teachers’ good subject knowledge and high expectations ensure that lessons are interesting and stimulating. Hence, pupils become engrossed and active learners. Planning is very detailed and pupils are normally clear about what they are to learn in lessons and how they are to attempt tasks. However on a few occasions pupils’ learning intentions are written in adult language which is hard for pupils to understand. Lessons move at a swift pace and pupils’ interest and engagement are captured by interesting resources and stimuli. Teachers make effective use of assessment information to plan learning activities which are well matched to pupils’ various abilities. Individual pupils who require further support are swiftly identified and effective measures are put into place to meet their needs. Teachers’ marking is of a high quality and clearly tells pupils what they are doing well and how to improve their learning.

The headteacher and staff have worked hard to successfully devise an interesting and relevant curriculum which now needs time to embed. Good progress has been made in ensuring pupils use computers and interactive whiteboards regularly. An outstanding number of trips such as to Brokerswood and Farleigh Hungerford Castle,

<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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and numerous visitors bring pupils’ learning to life. Pupils also enjoy working with professional artists and sports coaches. Highly effective links with local schools and specialist teaching in environmental studies and art provide excellent enrichment to the curriculum.

Pupils receive exemplary care because each child is known, respected and valued. Induction arrangements are excellent and enable all new pupils to settle very quickly. This is vital because many pupils have suffered emotional trauma. Staff track pupils’ personal and emotional progress meticulously and the school nurse and the health visitor provide outstanding support to pupils, parents and carers. One parent said, ‘My children have had a massive upheaval over the past six months and the school has been an amazing support.’ Staff work very closely and successfully with the army welfare services to provide a range of services including counselling and mediation to support pupils, parents and carers. Highly effective support for all pupils enables them to make the very best of all the opportunities provided by the school. The daily breakfast club is run by friendly, smiling staff who ensure pupils receive a happy and healthy start to the day.

*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>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

The headteacher has communicated an effective vision for improvement to the whole school community. Staff have high expectations for themselves and their pupils. Forward planning is good and because of a thorough programme of self-review and evaluation, the correct priorities inform the school improvement plan. Effective monitoring of teaching and learning is in place which is resulting in good improvements. The governing body provides good support to the school and is steadfast in its commitment to ensure that pupils experience an effective all-round education during their short time at the school. Community cohesion is promoted well, with an effective audit undertaken and developing links with a school in a different location to broaden pupils’ understanding of life for children in different parts of the United Kingdom. Outstanding liaison with external agencies to provide support for potentially vulnerable pupils shows the school’s strong commitment to equality of opportunity and tackling discrimination, which enables all pupils to achieve well, whatever their circumstances or difficulties. Barriers that might hinder their learning are broken down. The system for tracking pupils’ academic progress is effective so that any pupil who is not making enough progress is identified quickly and support is put in place. Safeguarding policies and risk assessments are of an

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excellent quality and are constantly reviewed to ensure pupils’ safety at all times. The highly effective partnership with parents and carers is evident in parents’ and carers’ extremely positive comments about the school. Parents’ and carers’ views are an integral part of school life as parents and carers are always consulted about future plans and receive regular updates about school development. Parents and carers value and appreciate their school.

*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
<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>1</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>1</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

Many children enter the Early Years Foundation Stage with skill levels that are well below those of other three-year-olds especially in terms of their emotional, social and language development. Effective leadership, good teaching and tender care ensure that all children make good progress particularly in their personal, emotional and social skills. Staff make learning fun and very enjoyable and help children to work and play together well. Role-play areas, such as the carefully constructed spaceship, are very popular and staff are enthusiastic play partners eagerly enjoying blast off sessions to the moon! There is an excellent mix of carefully planned adult-led and child-selected learning and adults promote children’s language development well. The introduction of regular, focused sessions to help children learn their letters and sounds (phonics) is considerably enhancing children’s progress in early reading and writing. Excellent improvements have been made to the outdoor area where children happily dig for worms and go exploring with their binoculars and backpacks. Adults work well as a team and have an excellent knowledge and understanding of the personal and learning needs of young children. They place a good emphasis on working and playing together and in developing trusting relationships. Consequently, children feel exceptionally secure and there is a very happy atmosphere. All children are confident to approach staff for assistance and support and they are very settled



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into their routines. An excellent partnership is established with parents and carers who appreciate their weekly Friday visits to share their children’s work and paste staff’s observation notes in their children’s learning journals.

*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	1
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

All the families at the school responded to the questionnaire, which is an exceptionally high proportion. All the parents and carers are entirely supportive of the school. All stated that their children enjoy school and make enough progress. They all felt that the school is well led, that the quality of teaching is good and that the school deals well with unacceptable behaviour. They all agree that their children are safe and they are very happy with their children’s experiences at the school.

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

Ofsted invited all the registered parents and carers of pupils registered at Lypiatt Primary School and Early Years Centre 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 inspector received 22 completed questionnaires by the end of the on-site inspection. In total, there are 22 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	22	100	0	0	0	0	0	0
The school keeps my child safe	22	100	0	0	0	0	0	0
The school informs me about my child’s progress	20	91	2	9	0	0	0	0
My child is making enough progress at this school	20	91	2	9	0	0	0	0
The teaching is good at this school	20	91	2	9	0	0	0	0
The school helps me to support my child’s learning	22	100	0	0	0	0	0	0
The school helps my child to have a healthy lifestyle	20	91	2	9	0	0	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)	20	91	2	9	0	0	0	0
The school meets my child’s particular needs	22	100	0	0	0	0	0	0
The school deals effectively with unacceptable behaviour	20	91	2	9	0	0	0	0
The school takes account of my suggestions and concerns	18	82	4	18	0	0	0	0
The school is led and managed effectively	22	100	0	0	0	0	0	0
Overall, I am happy with my child’s experience at this school	22	100	0	0	0	0	0	0

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 all 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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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 pupils' 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.**



28 November 2011

Dear Pupils

**Inspection of Lypiatt Primary School and Early Years Centre, Corsham  
SN13 9TU**

I really loved visiting your school and I am writing to thank you for two very interesting and enjoyable days. I agree completely with you and your parents and carers that you go to a good school which has outstanding features.

These are the things I found out.

- Your behaviour is excellent and you work hard and play very happily together.
- You are taught well and your lessons are fun and interesting.
- Your headteacher leads and manages the school very well.
- You all enjoy learning and are given many exciting things to do such as 'enterprise week'.
- The adults keep you very safe in school and you learn to eat healthily and enjoy playing lots of sport.
- You love looking after your hens and seeing all the animals who come to visit the school regularly.

To make the school even better, I have asked the adults to make sure you always fully understand what you are to learn in lessons. To help you to become even better readers the staff need more training in how to teach letters and sounds and also they need to make sure your parents are given clear guidelines as to the best ways to support you with your reading at home.

You can help by keeping up your excellent standard of behaviour, good attendance and by making new arrivals feel really welcome, as you did.

I wish you and your families all the very best for the future.

Yours sincerely

Joyce Cox  
Lead inspector

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