

Lyngford Park Primary School

Inspection report

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|--------------------------------|------------------|
| Unique Reference Number | 123715 |
| Local Authority | Somerset |
| Inspection number | 359494 |
| Inspection dates | 15–16 March 2011 |
| Reporting inspector | Mo Roberts HMI |

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 | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 272 |
| Appropriate authority | The governing body |
| Chair | Karen Dingle |
| Headteacher | Annette Cox |
| Date of previous school inspection | 20 May 2008 |
| School address | Bircham Road Taunton Somerset TA2 8EX |
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. They observed 16 lessons and some additional parts of lessons. Thirteen teachers were observed. Meetings were held with the headteacher, the senior and middle leaders and the Chair of the Governing Body. They observed the school's work and looked at attendance figures, pupils' progress data, the school's policies and its development plan. They examined 50 questionnaires returned by parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The rates of progress of the pupils who are known to be eligible for free school meals and those with special educational needs and/or disabilities.
- The actions taken by the school to raise attainment further in mathematics.
- The expansion of the Early Years Foundation Stage.

Information about the school

Lyngford Park is a large primary school near the centre of Taunton. Most pupils are from a White British background, with small numbers from other ethnic heritages. The proportion of pupils with special educational needs and/or disabilities is high, as is the proportion of pupils who have a statement of special educational needs. The number known to be eligible for free school meals is high and rising. Staffing has been complex recently due to the large proportion of staff on or returning from leave. The Early Years Foundation Stage has expanded and there are now two classes. The substantive leader of this area is currently on leave. Year 1 pupils have a new fenced outdoor area for their use.

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?

3

The school's capacity for sustained improvement

3

Main findings

Lyngford Park provides its pupils with a satisfactory education. The school has maintained its good caring ethos and high quality support and guidance for all pupils, including those whose life circumstances make them potentially vulnerable. Safeguarding (the care and protection of pupils) is good. As a result pupils feel valued and safe and they respond well to the orderly school atmosphere. Behaviour is good. The majority of pupils say they enjoy school and the senior pupils relish the wide range of responsibilities they are given. Pupils respond well to the high quality of spiritual, moral, social and cultural guidance. For example, they gained a clear understanding of the dangers of greed when watching a vibrant re-enactment of the story of King Midas. Parents and carers are encouraged to be active partners with the school and in their child's learning by attending events such as 'bring an adult day'.

Standards in English have improved with pupils reaching the national average by the time they leave for their secondary schools. While the results in mathematics have also improved they have not reached the national level yet. This issue is being effectively tackled but it is taking time for older pupils to recover from a legacy of underachievement in this subject. Staff expectations are high, especially from Year 2 onwards. Pupils are good at challenging each other to see if they can do something better. They work well together and classes are busy and harmonious. In the younger classes teachers work continuously to help develop their pupils' self-discipline. Teaching is satisfactory overall and the number of good or better lessons is growing. Where teaching is weaker, activities lack fine-tuning to pupils' abilities. Teaching and learning are systematically monitored and tracked. This has accurately highlighted the remaining inconsistencies and where more work is required to raise all lessons to a good standard.

The school has a satisfactory capacity to improve further. The dedicated headteacher and her leadership team have steadfastly continued the drive for improvement despite the recent complexities in staffing. They make good use of external support and ensure both teachers and children are working to exacting targets. Their evaluation of the school is accurate and has led to prompt interventions to support the significant number of children entering the Early Years Foundation Stage with undiagnosed additional needs. Developing the overall quality of this stage of education through the period of expansion is an ongoing challenge. During the inspection, the children enjoyed what they did but failed to be really engrossed because some of the activities lacked spark and challenge.

The new middle managers have made a good start in leading their subject areas and devising appropriate action plans. However, the overall school development plan lacks the precision necessary to ensure all planned improvements are completed quickly and are promptly evaluated to see if they achieve the expected result.

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What does the school need to do to improve further?

- Enrich the provision in the Early Years Foundation Stage so there is more to interest and involve pupils, and extend their learning both indoors and outside. Also ensure the next steps in learning for each child are sufficiently clear and well linked to the daily planning.
- Raise attainment further by:
 - increasing the proportion of good or better lessons, making sure work is always well matched to the abilities of pupils
 - ensuring the school development plan is sharply focused, with discrete time constraints and measurable steps to achieve the desired goals.

Outcomes for individuals and groups of pupils

3

The school uses data to help identify any individual or group who appears to be stuck, to ensure they make at least satisfactory progress. Pupils known to be eligible for free school meals are being carefully monitored and supported to help them all make the expected rate of progress. Those with special educational needs and/or disabilities make similar progress to their classmates and most now achieve appropriately from their individual starting points. Younger pupils learn to listen and to think about their actions in relation to others. Pupils are encouraged to discuss what they have learned and to say promptly when they need more help. They use their talk partners to help them clarify their ideas. In the best lessons pupils listen attentively and keenly answer challenging questions. In an outstanding lesson on how to write a good recount of their recent visit you could have heard a pin drop as they concentrated on their writing. Pupils increasingly take more responsibility for their own learning and value the opportunities they are given to evaluate their progress.

Through their personal and social education they develop better negotiating skills and learn to weigh up decisions carefully. Pupils are very aware of their responsibilities towards the environment, and the Eco club, of which they are justifiably proud. They love their outdoor education lessons. Overall, pupils enjoy their education and know a great deal about how to keep healthy and safe. School clubs, especially for sports, are popular. The India club helps pupils develop an understanding of the wider world. Pupils competently carry out general duties that help the school run smoothly; they make a good positive contribution to the school. They are also effectively involved in school decision making through the active school council. Older pupils' good attitudes and cooperative spirit set them up well for success in the next stage of their education but as yet their lower skills in mathematics weaken their preparation. For a minority, irregular attendance also potentially undermines their future success.

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These are the grades for pupils' outcomes

| | |
|---|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 3 |
| Taking into account: | |
| Pupils' attainment ¹ | 3 |
| The quality of pupils' learning and their progress | 3 |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 3 |
| The extent to which pupils feel safe | 2 |
| Pupils' behaviour | 2 |
| The extent to which pupils adopt healthy lifestyles | 2 |
| The extent to which pupils contribute to the school and wider community | 2 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | 3 |
| Taking into account: | |
| Pupils' attendance ¹ | 3 |
| The extent of pupils' spiritual, moral, social and cultural development | 2 |

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Good relationships between adults and pupils encourage pupils to be active participants in their learning. While the proportion of good teaching is going up, some inconsistencies remain, and this slows some pupils' progress. In these lessons, the work is not always well matched to pupils' needs, especially for the younger year groups. This leads to a loss of focus and to a few pupils fidgeting. Teachers frequently check to see if pupils have grasped ideas or if they are still puzzled. For example, in a good lesson on how and why hot air balloons rise and fall, the teacher adapted explanations and offered further time to think it through. In satisfactory lessons teachers do not always pick up on exactly what the stumbling blocks are or where repetition is required, although they follow the process the school has adopted for assessment during lessons. Individual plans for those with special educational needs are effective in focusing the support they are given. Good one-to-one support is having a positive impact on individual pupils' levels of confidence in mathematics. The 'numbers count' sessions are building success for the future as pupils gain a solid foundation on which to build. Some older pupils are still struggling to catch up on their basic mathematics skills; this was seen in a Year 6 lesson where pupils raced to finish a challenging problem while making errors in addition and subtraction along the way. The teacher then rightly reviewed their mistakes but it cost the class valuable time.

The school has a satisfactory curriculum with some good enrichment opportunities through exciting visits and the good outdoor learning project. Year 1 pupils benefit from

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their new outdoor area. During the inspection pupils clearly enjoyed the focus week on mathematics and money. The current arrangements for information and communication technology (ICT) are not ideal, as the workspace is cramped and without air conditioning. The opportunities to revise core skills using ICT, such as in calculation, are too restricted. Physical education, which is taught by a specialist, is a strength of the curriculum.

Really good attention is given to pupils' welfare and well-being and staff know their pupils well. This helps them ensure there is good support for those pupils whose circumstances may make them vulnerable. The school works effectively with a range of external agencies to provide assistance. This includes, on some occasions, specialist support for individual needs. The school also has a good partnership with the local special school. Aware that low attendance undermines some pupils' ability to follow lesson sequences and they potentially miss steps in their learning, the school is taking good steps to address it. The transition process from the Early Years Foundation Stage to the next key stage is currently being developed further in order to help pupils settle more quickly and speed up their progress in learning. Transition to secondary school is well supported, especially for those with special educational needs.

These are the grades for the quality of provision

| | |
|--|----------|
| The quality of teaching | 3 |
| Taking into account: The use of assessment to support learning | 3 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 3 |
| The effectiveness of care, guidance and support | 2 |

How effective are leadership and management?

The headteacher is supported by an increasingly skilled and enthusiastic team. They have worked hard to inspire and motivate the staff to successfully overcome some long entrenched weaknesses. Their development plan, however, lacks sufficient detail. The governing body understands the school well, as each governor has an attachment to a particular class. They are increasing their professionalism as they work towards the Governor Mark. In the meantime they give good ongoing support to the school and they are developing the level of challenge they offer. The school provides satisfactory value for money. Resources are adequate but the ICT equipment is beginning to lag behind what might be typically found in a primary school. The accommodation is well maintained and bright.

Good procedures are in place to ensure the safeguarding of all pupils. Risk assessment systems are well developed and the curriculum ensures pupils are well aware of safety issues. Pupils get on well together and are very tolerant of each other's differences. Equal opportunities are satisfactory because the progress of different groups is monitored, and there are few significant differences between them. Staff realise the importance of raising pupils' overall attainment further so pupils increase their lifetime opportunities. The school is strongly rooted in its local community and the local community cohesion is strong but

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the international and national dimensions of community cohesion are less well developed. The school has appropriate plans to develop these areas further.

These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 3 |
| Taking into account: The leadership and management of teaching and learning | 3 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 3 |
| The effectiveness of the school's engagement with parents and carers | 2 |
| The effectiveness of partnerships in promoting learning and well-being | 3 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 3 |
| The effectiveness of safeguarding procedures | 2 |
| The effectiveness with which the school promotes community cohesion | 3 |
| The effectiveness with which the school deploys resources to achieve value for money | 3 |

Early Years Foundation Stage

Children are given a satisfactory start to their learning. Staff work well with families to ensure children settle quickly. Children are mostly familiar with the routines and enjoy the activities provided. Planning includes all areas of learning but activities are not always sufficiently adapted to the needs of the particular children attending. This applies to both the indoors and outdoors provision. The children's development is observed and recorded in well-presented learning journals but the identified next steps in learning lack precision. Many children in this year group entered the school with especially low starting points, especially in language acquisition. It is therefore important that learning is highly focused. Although teachers use the assessment information to set broadly appropriate activities, a few examples were seen where the level of challenge was not stimulating enough to engage those who are not yet keen to learn. Overall, children make steady progress. The teaching of letters and sounds has recently been reorganised to ensure all children are working at their correct level in this aspect of the curriculum.

Children's welfare and safety are satisfactorily maintained. Adults effectively encourage good manners and cooperation. Occasionally, some directions are too vague for the age group; this causes children a moment of uncertainty and then those prone to misbehave do so. Children have sufficient opportunity to select their activities; purchasing animals from the role play pet shop, for example, was popular during the inspection. The adults provide some valuable learning opportunities but their knowledge of how to fully extend young children's learning is insecure. The leadership and management temporarily reside with a specialist in special educational needs and she has commendably ensured good

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support for these children. The senior leadership team had rightly evaluated the Early Years Foundation Stage as currently being satisfactory. They recognise the need for additional expert input if rates of progress are to increase.

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 3 |
| Taking into account: | |
| Outcomes for children in the Early Years Foundation Stage | 3 |
| The quality of provision in the Early Years Foundation Stage | 3 |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 3 |

Views of parents and carers

The response rate to the parents' and carers' questionnaire was low as they tend to prefer active links with the school rather than this type of paperwork. Of those who replied, the vast majority agreed that their child enjoys school and were happy with their child's experience of school. There was a concern that children with special needs in language were not making enough progress in the Early Years Foundation Stage. It was found that the impact of the changes in the Early Years Foundation Stage applied to all pupils and not to any one group. Parents spoken to in this part of the school were all happy with how their children had settled.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Lyngford Park Primary School 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 inspection team received 50 completed questionnaires by the end of the on-site inspection. In total, there are 272 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|---|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 32 | 64 | 17 | 34 | 1 | 2 | 0 | 0 |
| The school keeps my child safe | 36 | 72 | 14 | 28 | 0 | 0 | 0 | 0 |
| My school informs me about my child's progress | 30 | 60 | 19 | 38 | 1 | 2 | 0 | 0 |
| My child is making enough progress at this school | 32 | 64 | 16 | 32 | 2 | 4 | 0 | 0 |
| The teaching is good at this school | 36 | 72 | 13 | 26 | 1 | 2 | 0 | 0 |
| The school helps me to support my child's learning | 33 | 66 | 16 | 32 | 1 | 2 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 33 | 66 | 17 | 34 | 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) | 22 | 44 | 26 | 52 | 1 | 2 | 0 | 0 |
| The school meets my child's particular needs | 30 | 60 | 17 | 34 | 2 | 4 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 26 | 52 | 22 | 44 | 1 | 2 | 0 | 0 |
| The school takes account of my suggestions and concerns | 20 | 40 | 29 | 58 | 0 | 0 | 1 | 2 |
| The school is led and managed effectively | 32 | 64 | 17 | 34 | 1 | 2 | 0 | 0 |
| Overall, I am happy with my child's experience at this school | 41 | 82 | 8 | 16 | 0 | 0 | 1 | 2 |

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 | 59 | 35 | 3 | 3 |
| Primary schools | 9 | 44 | 39 | 7 |
| Secondary schools | 13 | 36 | 41 | 11 |
| Sixth forms | 15 | 39 | 43 | 3 |
| Special schools | 35 | 43 | 17 | 5 |
| Pupil referral units | 21 | 42 | 29 | 9 |
| All schools | 13 | 43 | 37 | 8 |

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 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support. |
| 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.



17 March 2011

Dear Pupils

Inspection of Lyngford Park Primary School, Taunton TA2 8EX

Thank you for the help you gave us when we visited your school. We especially enjoyed seeing you learn about working with money in your mathematics lessons and in your assembly time. We would like to thank those pupils who came to talk to us and all who filled in the pupils' questionnaire.

We think you go to a school that offers you a satisfactory education. By Year 6 you generally reach the same level as pupils in other schools nationally. Your mathematics is improving but you still have more work to do to catch up in this subject.

Here are some of the other things that are going well:

- The staff care for you, support you and guide you well. You help because you are well behaved.
- You know how to keep safe and make a good contribution to running the school.
- You told us the sports clubs and the outdoor learning are good fun and help you to be healthy.
- Your parents are involved in supporting the school and your learning.

So that your school gets even better, we have asked the teachers to:

- make sure that all the activities in the Reception classes are exciting and help the little ones to learn even faster
- work to make all lessons really challenging for you
- check the school plan for the future to make sure it has enough detail to help staff make the improvements quickly enough, and then to see if the new things are really helping you improve your learning.

Please help by continuing to try hard in class and behave well.

Yours sincerely

Mo Roberts

Her Majesty's Inspector

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