

Lydlynch Infant School

Lydlynch Road, Totton, Southampton, SO40 3DW

Inspection dates 18–19 September 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- It has improved markedly since its previous inspection due to good leadership and management at all levels and the hard work and commitment of staff and members of the governing body.
- Pupils achieve well, including those targeted through the pupil premium funding, which is well allocated to support them. The proportion of pupils reaching the levels expected for their age has improved well, especially in reading and mathematics.
- Pupils' progress is very carefully tracked so staff can intervene swiftly when this slows. Consequently, disabled pupils and those with special educational needs achieve well.
- Reception children get off to an excellent start because of the outstanding teaching and high-quality activities provided.
- Effective monitoring and support for teaching ensure that it is good. Staff demonstrate and explain new skills and concepts effectively, with pupils' written work well marked, showing good advice on how to improve.
- High quality support provided by the Nurture Group and very good behaviour management help ensure that behaviour is uniformly good. Pupils enjoy school, feel safe there and get on well together.
- Accurate self-evaluation leads to development planning which is well targeted at weaker aspects of the school's work. There is a strong commitment towards continuous improvement, with current weaknesses already being tackled. This means the school is well placed to improve further.

It is not yet an outstanding school because

- Attainment in writing is improving more slowly than in other subjects, partly because fewer boys than is seen nationally reach the expected level.
- In the past pupils' independent learning skills were not promoted well enough. As a result, the proportion of pupils attaining the higher Level 3 has been slow to improve.
- In a minority of lessons the pace of learning is slow and not all teachers adjust activities or targets throughout the lesson to help those pupils doing well to make outstanding progress.
- Too little emphasis is placed on providing first-hand opportunities for pupils to gain an understanding of the diversity in society, which limits preparation for their future.

Information about this inspection

- Inspectors observed 12 lessons of which two were joint observations with the headteacher. In addition, the inspection team made a number of other short visits to lessons and heard a sample of pupils read.
- Meetings were held with groups of pupils, members of the governing body and staff, including senior and middle managers, and a representative of the local authority.
- Inspectors took account of responses to the on-line questionnaire (Parent View) and a small number of parents and carers bringing their children to school were also spoken to.
- They observed the school's work and scrutinised a number of documents including the school's records on current pupils' progress, behaviour and attendance. Documents relating to planning, monitoring and safeguarding were also looked at.

Inspection team

Diane Wilkinson, Lead inspector

Additional inspector

Avtar Sherri

Additional inspector

Full report

Information about this school

- Lydlynch is a smaller than average school of six classes, two in each year group.
- The school works closely with the privately-run Lydlynch Preschool which shares the site.
- The proportion of disabled pupils and those with special educational needs supported by school action is above the national average and the proportion supported by school action plus or a statement of special educational needs is broadly average.
- The vast majority of pupils are of White British heritage and very few speak English as an additional language which is below average.
- The proportion of pupils known to be eligible for the pupil premium, including free school meals, is average.
- There has been a change of headteacher since the previous inspection. Currently, the school is led by an interim headteacher.

What does the school need to do to improve further?

- Raise achievement through:
 - building on and extending the strategies in place to ensure that more pupils, especially boys, reach the levels expected for their age in writing, including providing extended writing topics where pupils can choose the subject
 - giving stronger emphasis to ensuring that pupils develop independent learning skills so that they can use and apply their skills in a wider range of situations including problem solving.
- Strengthen the quality of teaching so that it is always at least good or better by ensuring that during all lessons:
 - there is a brisk pace which encourages good learning in all activities and that pupils do not have to sit for too long listening to an adult
 - when teachers check how well pupils are doing they do not miss opportunities to set new activities or targets that enable pupils to do even better.
- Provide a greater range of first-hand experiences, including through using visits or visitors, to help pupils gain a good understanding of religious and cultural diversity in society.

Inspection judgements

The achievement of pupils is good

- Skills on entry to Reception are below those expected for this age, with specific weaknesses in early literacy and numeracy skills. Outstanding improvement over the past two years has helped Reception children make excellent progress. By the end of the year their attainment is average, including in reading, writing and mathematics.
- Until recently attainment on entry to Year 1 was lower. Good progress across Years 1 and 2 has seen attainment in these year groups rising well. Currently, attainment is now broadly average and on track to rise further.
- Effective liaison with the on-site pre-school and good staff training has improved pupils' awareness of the sounds in words (phonics). By the end of Year 2, most pupils build up new words from the sounds well. Good teaching in guided reading lessons helps pupils enjoy reading, talk confidently about books and read regularly to their parents and carers.
- The picture in mathematics is similar. Pupils now begin Year 1 with a greater understanding of number and become skilled at using the comprehensive range of mathematical resources to support their learning introduced over the last two years. By Year 2, most can add or subtract using two-digit numbers and work confidently with money and different measures.
- These strengths in reading and mathematics have seen an above average proportion of pupils currently in the school reaching the levels expected for their age.
- Strengths in providing equality of opportunity and tackling discrimination ensure that a close watch is kept on pupils who could be underachieving with swift intervention and special programmes to help them catch up. As a result they achieve well and are closing the gap with their peers, including disabled pupils, those with special educational needs and pupils who speak English as an additional language.
- It has been harder for the school to raise attainment to the same levels in writing because of significant weaknesses on entry, especially among boys. The strong emphasis placed on oral communication helps pupils to express their feelings and ideas before attempting to write them down. Pupils use punctuation and vocabulary more effectively in different topics and formats, for example writing instructions. However, there are few opportunities for extended writing or writing about what especially interests pupils, which limits progress.
- The proportion of pupils exceeding expected attainment levels is in line with national figures, but has risen more slowly as there are few opportunities for pupils to plan and carry out their own tasks or to use and apply their skills without teacher direction. This limits the capacity of some pupils to achieve higher levels.

The quality of teaching is good

- Good performance management has improved the quality well and ensured that Teachers' Standards (the standards required by the government) are met. Most is good, although there is still some variation in quality.
- Very effective behaviour management, good relationships between staff and pupils and the highly effective work of the Nurture Group ensure that lessons are rarely interrupted.
- Teaching in Reception is outstanding. The consistent approach benefits children considerably. Exceptionally well-planned and organised activities allow adults to support rather than direct learning, helping children to discover things for themselves, gain an excellent awareness of what they are learning and develop independence.
- The school has capitalised on this approach to developing independence, with similar practice now in place in Year 1 and being adopted in Year 2. However, this is too new to show a significant effect on attainment by the time pupils leave.
- Years 1 and 2 lessons are well planned, with activities effectively targeted at the pupils' different levels. New work is introduced well, although in discussions a few teachers do not sufficiently target questions to different groups.
- A minority of activities lack rigour and pace so learning slows. This is evident when pupils

spend too long sitting listening to the teacher although on these occasions their good behaviour prevents lack of concentration.

- Staff regularly question pupils to check how they are doing, correcting errors or misconceptions and providing extra support for pupils at risk of underachieving. However, they sometimes miss opportunities to encourage those pupils who have achieved the lesson target to move on further. Nevertheless, marking of written work provides pupils with good advice on how to do better.

The behaviour and safety of pupils are good

- This aspect has improved well since the previous inspection and pupils' good behaviour and attitudes to school are helping improve their achievement.
- Pupils benefit considerably from strong rewards and sanctions procedures which are consistently applied and fully understood by all pupils. Those who find good behaviour difficult receive especially good support through the Nurture Group.
- Behaviour in and around the school is uniformly good. Pupils relate well to each other and work well together in pairs or groups, as is evident in many lessons. Pupils are friendly and courteous as is shown in the way they talk confidently and enthusiastically to visitors. This evidence is validated by parents and carers who recognise that behaviour has improved well over the past few years.
- Pupils report that bullying does not often happen and is mainly associated with name calling. They say that the school deals with it well, as inspection evidence shows, indicating a strong culture of preventing racial name calling.
- Pupils have a clear understanding of risk and recognise when play gets too boisterous in the playground. They are confident that adults always get this to stop. This, together with pupils' recognition that they are well cared for, ensures pupils feel safe in school.
- Very strong systems in place for encouraging good attendance ensure that levels are average and rising. Pupils are keen to attend and enjoy school, especially the events like 'Wheels Day' and the good range of visits and visitors.

The leadership and management are good

- The school has benefited from strong leadership over the past few years. This has been especially effective in developing the skills and contribution of leaders and managers at all levels and gaining the confidence and support of the whole school community.
- Performance management, including the monitoring of teaching, is very well organised, has effectively eradicated inadequate teaching and ensures the quality continues to improve strongly. In this, and other monitoring and development activities, the local authority supports the school well.
- Staff and members of the governing body reflect well on the impact of their work, regularly checking outcomes from the comprehensive monitoring of pupils' progress to identify where it could be improved. As a result remaining weaknesses have already been identified and are beginning to be addressed.
- Together they have gained the full confidence of the school community. Without exception, staff enjoy working in the school, with one member typically commenting, 'It is an amazing school and a job I adore.' Parents and carers are highly appreciative, especially where their child needs extra support which they say makes a significant difference. Parents and carers are effective partners in their child's education. Pupils themselves praise the staff who work with them, maturely recognising that, 'Making us work hard is good.'
- The curriculum supports pupils' achievement well, with clear success evident in programmes for reading and mathematics and developments continuing to focus strongly on writing. The programmes of work for Reception children are outstanding. Spiritual, moral, social and cultural development are satisfactorily promoted and the school has already identified where improvement is needed, for example, in improving pupils' independence and in

widening pupils' knowledge and understanding of cultural diversity.

- Safeguarding arrangements, including the vetting of staff and child-protection procedures, fully meet statutory requirements. The attention given to health and safety is excellent, with the site manager playing a major role in supporting this.
 - **The governance of the school is good**
 - Members of the governing body monitor and support the school's work well including through working with the local authority. They are very skilled at asking challenging questions to ensure that development planning is bringing about improvements in provision and achievement.
 - There is clear allocation of pupil premium funding which is very well targeted and its use rigorously monitored.
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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	115954
Local authority	Hampshire
Inspection number	401545

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

Type of school	Infant
School category	Community
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	180
Appropriate authority	The governing body
Chair	Colin Backhouse
Headteacher	France Hardy (Interim Headteacher)
Date of previous school inspection	14–15 October 2009
Telephone number	0203 8086 3188
Fax number	0203 8086 9921
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