

Lydney Church of England Community Primary School (VC)

Bream Road, Lydney, GL15 5HJ

Inspection dates 22–23 May 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	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.

- There is good leadership by the new executive headteacher and the senior leadership team who are working quickly to drive up standards of achievement.
- Pupils' achievement is now good. There was a dip in performance in 2012, which has been addressed, and pupils are making good progress. Standards across the school are returning to the previous high levels.
- Leaders have worked well with the governors and school community to develop a clearer vision and strategy for rapid school improvement.
- The partnership working with Aylburton School has a very positive benefit for both schools and governors, and leaders work together well across both schools.
- Teaching is creative and stimulating for pupils and is enhanced by the vibrant and colourful pupils' work which is displayed around the school. Teaching in Reception is outstanding.
- There is a strong staff team fostered by the executive headteacher. Teachers are passionate and enthusiastic about improving the school further.
- The exciting curriculum motivates pupils. Themes are chosen from pupils' interests and adapted to suit their needs. Attitudes to learning are generally good.
- Pupils behave well and are courteous, polite and enthusiastic about their learning.
- The school has a good reputation in the school community, as parents and carers are very positive about all aspects of its work.

It is not yet an outstanding school because:

- Occasionally, the pace of learning and pupils' progress slow in lessons because work is not always hard enough for pupils working independently and in groups.
- Marking is not linked closely enough to the purpose of lessons so pupils are not clear how well they have done.
- Pupils' handwriting is often not neat enough and the presentation of their work is untidy.

Information about this inspection

- Inspectors observed 14 lessons, of which four were joint observations with the executive headteacher. In addition, there were a number of additional shorter visits to classrooms.
- The inspectors considered the 39 responses to the online questionnaire (Parent View), the schools' own survey of parents' and carers' views, two letters sent in by parents and carers, and talked to several parents and carers on the playground.
- Inspectors listened to a range of readers from across the school. They looked at work in pupils' books and on the walls.
- Meetings were held with the executive headteacher and other members of the school leadership team and inspectors talked to pupils. They also met with the Chair of the Governing Body and three other members and a representative from the local authority. They visited the breakfast club.
- Inspectors looked at other evidence, including the school's self-evaluation of its progress, monitoring reports about the effectiveness of teaching and learning, the school's data for tracking the progress of pupils, the documentation relating to teachers' appraisals, the reports from the local authority, and the school's documentation relating to keeping children safe, behaviour and attendance. They also looked at the minutes of governing body meetings and the staff survey.

Inspection team

Susan Currie, Lead inspector

Additional Inspector

David Beddard

Additional Inspector

Full report

Information about this school

- This is a smaller-than-average sized primary school.
- The proportion of pupils known to be eligible for the pupil premium, which is additional funding provided by the government for children in local authority care, children from service families and pupils known to be eligible for free school meals, is below the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The proportion of disabled pupils and those with special educational needs supported through school action is just below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is also below average.
- The majority of pupils are of White British heritage. The number of pupils from minority ethnic backgrounds is well below average, as is the number of pupils who speak English as an additional language.
- The school is in a permanent partnership with Aylburton Church of England Primary School.
- The executive headteacher of Lydney and Aylburton schools was appointed in January 2013, following some leadership instability. There were three headteachers over the last two years prior to her appointment.

What does the school need to do to improve further?

- Improve the quality of teaching to outstanding and so raise attainment by making sure that:
 - marking is consistently more closely linked to the objective of the lesson so that pupils know how to improve their work
 - the pace of lessons enables all pupils to make rapid progress when working independently and in groups, with work pitched at the right level
 - teachers have high expectations of pupils' handwriting and presentation in all work.

Inspection judgements

The achievement of pupils

is good

- Pupils at Lydney now make good progress and reach the levels expected due to the good teaching across the school. The school identified the dip in achievement in 2012, in particular for girls in mathematics, and has acted quickly to address this by making teaching better through further training for staff. The school continues to support girls in mathematics.
- Pupils make better progress now through Key Stage 1 because of timely interventions to improve their learning. These are helping pupils catch up with their skills to link sounds and letters (phonics) more quickly.
- Data indicates that this year more pupils will reach the required standard in the Year 1 phonics reading check. Those pupils who did not reach the required standard last year are catching up. Standards in Key Stage 1 are higher than last year and are now showing an improving pattern.
- Children at Lydney join the school with skills and ability levels lower than those expected for their age. Many, especially boys, are well below expected levels in their literacy skills and in their personal and emotional skills.
- As a result of the outstanding teaching in the Reception class, children's progress has improved at a faster rate than in recent years. However, they generally enter Year 1 at below the levels expected for their age. The current Reception class will do better as more children have reached the levels expected.
- Pupils make more rapid progress through Key Stage 2 and go on to reach at least average levels of attainment. Pupils across the school are all making good progress. This is evident from progress data and work in books from different year groups.
- Pupils known to be eligible for the pupil premium make very good progress enabling many to catch up with their peers because of the carefully targeted support. In 2012, the small numbers of pupils eligible for the pupil premium were at least a year behind their peers in writing and mathematics and further behind in reading. This year the gap is narrowing more rapidly in all subjects. For example, almost three quarters of eligible pupils are now at the level expected for their age in reading. Equality of opportunity is promoted well.
- Pupils are confident and independent readers. They are able to read new words, discuss texts fluently and interpret meaning from stories. Reading is promoted well through the development of the new library, acting on the recommendation from the previous inspection. Pupils enjoy the opportunities this offers.
- The new tracking system now means everyone has a clear view of achievement across the whole school and teachers are responsible for the progress of their pupils. Leaders are able to check on progress more easily. As a result, activities are planned appropriately to halt dips in progress and support disabled pupils and those who have special educational needs to make good progress.
- Pupils' literacy skills are well promoted across different subjects. The content of pupils' writing is good, but their handwriting and presentation of work are less strong.
- Mathematics is improving rapidly because pupils have more opportunities for problem solving.

The quality of teaching

is good

- The quality of teaching in the Reception class is outstanding because of the richness of planned activities which enable pupils to develop their speaking and listening skills extremely well. Children are confident and independent. Teachers question children very well, and motivate and enthuse learning.
- Activities such as a role play about 'The Three Little Pigs' used drama techniques such as 'hot-seating' the teacher in the role of the wolf. Children enjoyed making houses from straw and hay and discovering how to keep the walls up. This hands-on approach is leading pupils to make more rapid progress in their literacy and numeracy skills.

- In outstanding lessons teachers make sure that learning is fun. Pupils were motivated by learning Olympic sports activities in a physical education lesson where learning moved at a brisk pace. All pupils were fully engaged at all times. In an English lesson, using activities to engross the children initially, such as tasting 'Frobscottie' and writing descriptive sentences about it, encouraged rapid progress in their writing. Adults had high expectations about what pupils could achieve. 'Talking trios' were well used to encourage speaking and listening.
- There are excellent relationships between teachers and pupils. However currently there is not enough outstanding teaching across the school.
- Where teaching is less strong, the pace of the lesson means that sometimes not all groups of pupils are fully engaged. This is because activities are not always pitched accurately for those pupils working in independent groups that are not supported by the teacher or teaching assistants. Teachers do not always have high enough expectations of handwriting and presentation, which can mar otherwise good work.
- The school has introduced a new marking scheme that is not yet secure. Marking does not always consistently link to the objective of the lesson as directly as it could. As a result, pupils are not always clear about what they need to do to improve their work further.
- There is a strong team of teaching assistants who support the learning of individuals and groups of pupils well. This contributes to the good progress that disabled pupils and those who have special educational needs make, as well as those eligible for pupil premium funding.

The behaviour and safety of pupils are good

- Pupils' behaviour is typically good and pupils learn well in lessons and show positive attitudes. There is mutual respect between teachers and pupils. Pupils' behaviour can be excellent, for example in assembly or when out and about in the community.
- Pupils are kind to each other and the 'philosophy tree' is an example of children sharing thoughts about what makes a true friend. The children were invited to think if friendship were a musical instrument what it would be.
- The behaviour policy is applied consistently. Staff manage behaviour well and there is little disruption to learning. On some occasions, where the pace of the lesson slows because work is not always at the correct level, some groups of pupils working independently can become slightly restless and less focused on learning.
- Pupils say there is very little bullying, they feel safe and know to go to an adult if they have a concern. Pupils understand about the different types of bullying such as racism or cyber bullying. Good relations between all pupils are fostered well and the school has good systems to tackle any discrimination should it arise. Assemblies focusing on values such as 'peace' reveal the Christian distinctiveness of the school.
- Pupils say they have a good understanding about keeping safe when using the internet and social networking sites. The school is supported by the local police to give regular safety talks to pupils.
- The majority of parents and carers that inspectors talked to felt that their children were safe and that behaviour was very good in school. This was borne out on Parent View.
- Attendance rates are rising and this year are broadly average. They are not yet higher because some parents and carers take their children out of school on holiday in term time. The school has good procedures for following up any unexplained absence. The school provides a breakfast club encouraging pupils to arrive at school on time.

The leadership and management are good

- Leaders have rightly focused on raising achievement since the dip in 2012 and have successfully

made sure that rigorous systems prevent this from happening again.

- The executive headteacher has provided the stability needed following changes in headship. The leadership team is supporting the executive headteacher well to make sure the school moves back to being an outstanding school. Leadership roles are now clear and leaders feel supported. The school knows its strengths and weaknesses well. Improvements are driven from within, and have resulted in the pupils making good progress.
 - Leaders are working effectively to make sure teachers are clear about expected teaching standards and know how to make their teaching better. This has already led to better teaching as a result of well-planned training for all staff.
 - The executive headteacher is highly visible in school and this is appreciated by parents and staff. She is already well regarded by all. Partnership working has benefited both schools and staff have the opportunity to work in both schools.
 - The executive headteacher has introduced the new tracking system rapidly so teachers can check on the progress of their pupils effectively. All staff now have a good understanding of the progress pupils make and how to address any dips in progress.
 - The creative arts aspects of the curriculum enable pupils to produce very high-quality artwork. Themes relate to pupils' interests and help with planning topics. The curriculum is well enhanced by trips and visits. These visits help to broaden pupils' aspirations of living and working beyond Lydney. The curriculum is enhanced by the 'extended learning workshops' where pupils can sample a whole range of activities such as Spanish, music, embroidery, writing and sports activities. Pupils talk passionately about their enjoyment of these activities.
 - Pupils' spiritual, social and moral understanding is developed well through the curriculum with a focus on the arts and literacy. However, pupils have less understanding of the diverse society we live in and what life is like outside Lydney.
 - The local authority provided light-touch support prior to the dip in performance in 2012 but has since provided more appropriate specific targeted support to train governors and support them through the recruitment process for an executive headteacher and has responded to the school's request for support for data tracking.
 - **The governance of the school:**
 - Governors have increased their understanding of their roles through training and development, making sure they understand how to support and challenge the school. They now understand the strengths and weaknesses of the school well and are clear about its performance in relation to other schools based on national data. They know how the pupil premium has been used to improve learning by the development of additional interventions and know the pupils are now catching up with their peers. They understand the quality of teaching in the school and how underperformance is tackled and know how they link to appraisal, but they need to understand further how they link to pay progression. Governors consider best value for money when setting the budget and understand their financial responsibilities. Safeguarding requirements are met and governors have worked with the local authority to make sure the site is safe.
-

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	115635
Local authority	Gloucestershire
Inspection number	411942

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	210
Appropriate authority	The governing body
Chair	Miss Louisa Davies
Executive Headteacher	Mrs Rachel Dare
Date of previous school inspection	26–27 November 2008
Telephone number	01594 842172
Fax number	01594 842172
Email address	head@lydney.gloucs.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

