

# Lyneham Primary School

Preston Lane, Chippenham, Wiltshire, SN15 4QJ

**Inspection dates** 14–15 January 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because:

- Leaders have not been able to make sure that pupils make good enough progress during a long and unsettled period of significant change.
- Standards at the end of Key Stage 2 over a number of years have been below average in English and mathematics.
- Teaching over time has not been strong enough to make sure that the range of different groups makes good progress. Too many pupils are not doing as well as they could in English and mathematics.
- Activities are not always difficult enough to challenge the most able pupils in Key Stage 1 and so they do not achieve as highly as they could.
- Progress is too slow in mathematics because pupils cannot calculate quickly enough. Pupils are also given too little guidance as to how they can improve their work and their progress is not checked often enough in lessons to enable errors to be tackled.
- The stronger practice of some teachers is not shared widely enough so does not contribute as much as it could to improving teaching overall.
- Governors do not understand the school's pupil performance data well enough. As a result they are unable to provide a strong enough challenge to senior leaders or contribute fully to the school's plans for the future.

### The school has the following strengths:

- The school shows an exceptional level of care to its pupils, including those whose circumstances make them vulnerable. This results in good behaviour and a very harmonious school community.
- Recent improvements in teaching are helping current pupils to progress more quickly, particularly in reading and writing.
- Progress in the Reception class is good because activities are well planned and adults engage very well with children.

## Information about this inspection

- Inspectors observed 15 lessons, of which six were joint observations with the headteacher and her deputy. In addition, inspectors made a number of other short visits to lessons. They also looked at pupils' books and observed other aspects of the school's work.
- Meetings were held with four governors, including the Chair of the Governing Body, and teachers and school leaders. Pupils took inspectors on a tour of the school. The inspectors also listened to pupils read and spoke with them about their reading. A telephone conversation was held with a representative of the local authority.
- Inspectors took account of the 20 responses to the online questionnaire (Parent View), spoke to parents and carers at the school gate and considered one communication from a parent or carer. Inspectors reviewed 34 questionnaire responses from staff.
- A number of documents were looked at, including the school's own information relating to pupils' achievement, the school's self-evaluation summary and development plan, records relating to behaviour and attendance and checks on teaching, and documents relating to safeguarding. The inspectors also looked at the school's website.

## Inspection team

Martin Marsh, Lead inspector

Additional Inspector

Clair Harrington-Wilkox

Additional Inspector

## Full report

### Information about this school

- This is an average-sized primary school.
- Three quarters of pupils are known to be eligible for the pupil premium (additional government funding which supports pupils known to be eligible for free school meals, looked after children and children of service families). This is well above average. In this school, two thirds of pupils are from service families. One in eight pupils is eligible for free school meals which is below average and there are a small number of children who are in local authority care.
- The proportion of disabled pupils and those who have special educational needs supported through school action is broadly average. The proportion supported at school action plus or with a statement of special educational needs is also broadly average.
- One in five pupils belong to ethnic groups other than White British. About half of these pupils speak English as an additional language.
- The school met the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The proportion of pupils joining or leaving the school at other than the usual times is well above average. Almost half of the pupils have not been at this school throughout their primary education.
- The school has had to contend with significant falling rolls in recent years due to the closure of RAF Lyneham. This has resulted in many redundancies and high staff turnover. A new Chair of the Governing Body was appointed in September 2013 and there have been significant changes to staff since the last inspection.

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

- Improve teaching so a greater proportion of pupils make good or better progress by:
  - making sure that work is set at the right level of difficulty, especially for the more able pupils at Key Stage 1
  - providing more opportunities for teachers to share good practice within the school.
- Raise achievement in mathematics by:
  - checking more regularly in lessons on how well pupils are doing in order to correct mistakes, deal with misconceptions and deepen understanding
  - providing more guidance as to how children can improve their work
  - making sure that pupils can calculate more quickly, especially mentally.
- Sharpen governors' understanding of the school's strengths and weaknesses, especially the school's pupil performance data, so that they can challenge leaders more effectively and contribute more to plans for the future.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Over a number of years, progress in English and mathematics has not been fast enough, resulting in pupils' attainment at the end of Year 6 being below national averages overall. Although progress for current pupils is steadily improving in reading and writing it is still not fast enough in mathematics.
- Progress for the more able pupils in Key Stage 1 is slower than for other pupils because they are not routinely challenged with hard enough work. More-able pupils at Key Stage 2 often benefit from being set challenging work in lessons. When they are given time to think about their work they develop skills of perseverance and often make good progress as a result.
- Children arrive in the school at many different times during their school lives, and within the school year, mostly from service families. Often they have had experiences of several schools in both the United Kingdom and overseas. Many arrive with much lower skills in English and mathematics than typical for their age. The pupil premium is used well to help pupils settle into school. The attainment of pupils who are at Lyneham throughout their primary education is in line with national averages in reading, writing and mathematics, while those who join part-way through attain below average levels. Progress from their different starting points is broadly similar for both groups of pupils.
- Overall, pupils eligible for the pupil premium, almost all from service families, were six months behind other pupils in reading and writing and eight months behind in mathematics by the end of Key Stage 2 in 2013. This was because of their lower starting points and because their progress was similar to that of other pupils. In addition to using the additional funding for pupil premium to support the transition of children from service families into the school, the school uses it to provide small-group and one-to-one support run by teachers and additional adults, to offset the costs of the parent support advisor and to support families with funding for school trips and after-school activities.
- Disabled pupils and those who have special educational needs often make faster progress than their peers. This is because the barriers to their learning are carefully identified and provision put in place to help overcome them. The focus on developing pupils' speaking and listening skills helps those pupils who have English as an additional language to make progress. The progress of pupils from different ethnic groups is similar to other pupils'. The school is successful in providing equal opportunities for all.
- By the time pupils leave the school they are confident readers and enjoy books. Children make a good start to learning to read because they are taught their letters and the sounds they make (phonics) well and despite low starting points attained national averages on the 2013 Year 1 phonics screening test. Progress in reading is improving throughout the school due to the well-planned teaching of groups in reading lessons.
- From starting points that are often low, pupils make at least good progress in the Reception class. Provision both inside and outside the classroom interests children and adults engage with them well, often making children think really hard.

### The quality of teaching

### requires improvement

- In mathematics lessons, not enough time is spent in helping pupils to calculate quickly and so they make errors and work things out too slowly. Pupils in Year 6, for example, who knew how to break a compound shape into different rectangles to find out its area, took a long time using their knowledge of multiplication tables to work out the area of each separate rectangle and then adding up the areas of the different rectangles to find the answer. Although making good progress in their understanding of area, their inability to calculate quickly and accurately slowed them down.
- At Key Stage 1, the most able are often given work that is too easy for them and so do not

make as much progress as they could. An exception to this was seen in a Year 2 spelling lesson where the most able were making excellent progress in spelling words that ended in 'ing' because challenging words were used and pupils were totally involved throughout.

- On occasions, particularly in mathematics lessons, teachers do not check regularly enough on how well pupils are doing, particularly those groups working on their own. This means that their errors and misconceptions are not picked up and corrected. When the teacher or other adult works with a group of pupils they make faster progress because staff spot mistakes quickly and help pupils to correct them.
- Marking in mathematics books does not give pupils enough guidance as to how they can improve. Guidance on how to improve is stronger in written work in English. Books are marked carefully and errors corrected and pupils are given a good indication as to how well they are doing.
- Additional adults are well trained and, especially when working with pupils who have special educational needs, are able to adapt learning materials and resources so that they can learn well in lessons. They also ensure that pupils who are having difficulty managing their own behaviour are kept on task and concentrating.
- Relationships between teachers and pupils are good in all lessons. Pupils listen well to the teacher and each other and work hard when set to work on their own or in a group. Teachers give pupils frequent opportunities to discuss work with each other and so they develop their speaking and listening skills alongside what is being taught in the lesson.

### **The behaviour and safety of pupils** are good

- The behaviour of pupils is good. Parents and carers spoken to at the school gate or who responded on Parent View felt their children enjoyed school and pupils said the same to inspectors. Pupils enthusiastically talk about their work and are proud of their school. One boy in Year 1 was so proud of his reading that he asked an inspector if he could read to him.
- The school's work to keep pupils safe and secure is good. Children are extremely well cared for, especially those pupils whose circumstances make them vulnerable. The pupils respond to this care by being respectful and well mannered towards adults and by caring for each other. They play safely in the playground and move around the school calmly. Several parents and carers commented about how well the school supports disabled pupils and those who have special educational needs. Rigorous procedures and systems are in place to ensure the site is secure.
- There are pupils who find managing their own behaviour difficult. The school manages them extremely well so there are a very few instances when their behaviour interferes with the learning and well-being of other pupils. The parent support advisor has a significant role in working with pupils and their families to help pupils cope with school, to attend regularly and learn well.
- Bullying incidents are very rare and pupils are confident that should bullying happen it would be dealt with well. Pupils have a good understanding of e-safety and all types of bullying including cyber bullying. Racist and other prejudiced-based incidents are also rare because the school does everything it can to foster good relationships and tackle discrimination, resulting in a very harmonious school.
- Pupils willingly take on responsibility. The 'pupils' senior leadership team' was observed discussing with the headteacher how reading could be improved in the school. Pupils are proud to serve on the school council, act as librarians or help out at dinner times. Several examples were seen of older pupils looking after younger pupils.
- Pupils' attitudes to learning are good. In a few lessons pupils lost concentration and interest and so behaviour is not outstanding.

### **The leadership and management** require improvement

- Leadership and management require improvement because teaching and achievement over time are not consistently good and improvements are needed in governance. The improvements in progress and attainment despite the significant turbulence are evidence that the school has the capacity to improve.
- Leaders have been unable to deal with the significant external factors that have affected the school and at the same time maintain consistently good progress for all groups of pupils. The closure of RAF Lyneham has had a dramatic effect on pupil numbers, resulting in significant redundancies and staff changes. In addition, the high pupil mobility and the significant support needed for pupils whose parents or carers are on active service are continuing to make a high demand on the school's resources.
- Despite this, in 2013 pupils at the end of Key Stage 2 managed to reach government floor targets for the first time in three years. This, together with the improving picture in teaching and the current progress of pupils, especially in reading and writing, is a testament to the hard work, passion and drive of the headteacher and her deputy. They have the full support of teachers and staff who are equally committed.
- Checks on the quality of teaching are regular and rigorous and teachers receive good feedback on how to improve. These are followed up to see if it is making a difference to pupils' learning. Middle leaders are involved closely in checking the quality of teaching and learning and provide good support and challenge to improve teaching. The school's systems for managing teachers' performance are rigorous and making a strong contribution to improvements in teaching. The stronger practice of some teachers is not shared widely enough within the school and so does not contribute as much as it could to improving teaching overall.
- The curriculum meets statutory requirements and is supplemented by a good range of visits and visitors to school. It also provides good support for pupils' social, moral, spiritual and cultural development, contributing significantly to pupils' good behaviour. The school is currently planning how to use the additional government sports funding with an outstanding secondary academy. Pupils already participate fully in sporting opportunities provided by the school because they understand how being active keeps them healthy.
- The local authority understands the school's context well and provides an appropriate level of challenge and support.
- Attendance is in line with national averages and pupils are typically punctual.
- **The governance of the school:**
  - Since the closure of RAF Lyneham there have been significant changes to the personnel within the governing body including the appointment of a new Chair of the Governing Body. Governors receive good information from senior leaders on the quality of teaching and how the school's performance compares to that of others. Although very supportive of school leaders, they do not understand deeply enough the school's information about pupils' progress and some other aspects of the school's work and so are not able to question and challenge leaders appropriately. This also makes it difficult for them to make significant contributions to plans for the future. The governors have worked with the local authority to ensure a plan is in place for the financial deficit to be removed by 2016. Governors are aware of how pupil premium funding is being used and its impact on pupils' progress. They also understand how teachers' pay is linked to the progress pupils make. They give good support to the school in meeting safeguarding responsibilities, including those in relation to recruitment. The school's systems for safeguarding meet statutory requirements.

## 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

<b>Unique reference number</b>	135177
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	430550

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

<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	251
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Malcolm Wilford
<b>Headteacher</b>	Julie Carr
<b>Date of previous school inspection</b>	1–2 February 2012
<b>Telephone number</b>	01249 890413
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