

Lyneham Primary School

Preston Lane, Chippenham SN15 4QJ

Inspection dates

24–25 February 2015

Overall effectiveness

Requires improvement

Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Require improvement
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a school that requires improvement

- The achievement of pupils is not high enough and leaders do not have a clear enough understanding of the progress pupils make.
- Leaders and governors do not have sufficient understanding of how funding for disadvantaged and service children is spent and the impact that it has on their achievement.
- The curriculum does not allow pupils to build on their prior learning and deepen their understanding sufficiently, particularly in mathematics.
- Communication with parents is not yet good. They do not feel well informed about the changes that are taking place at the school.
- Leaders' actions to improve the quality of teaching and learning in the Early Years Foundation Stage have not yet had sufficient impact.
- Pupils' attitudes to learning are not good enough. Pupils are sometimes slow to settle when changing activities or classes.
- There is not enough welfare support for the large number of service children who attend the school.
- Rates of absence are too high for disadvantaged pupils.
- The needs of the most-able pupils are not being met well because the curriculum and the work that is set does not stretch and challenge pupils.

The school has the following strengths

- The recently appointed headteacher is driving improvements in teaching in order to raise standards.
- Key values are promoted throughout the school so that pupils are encouraged to show respect and kindness to each other.
- Pupils respond well to the school's recently introduced system of rewards, which motivates pupils effectively.
- Disadvantaged pupils achieve better in reading in comparison to pupils who are not disadvantaged.
- Pupils feel safe and happy in school. They enjoy their school experience.
- Behaviour has improved significantly since the appointment of the headteacher.
- Governance is improving and providing greater challenge to senior leaders. Governors are now clearer about what needs to improve in the school.

Full report

What does the school need to do to improve further?

- Improve the quality of leadership by ensuring that:
 - governors and school leaders fully understand pupil progress information in order to raise standards
 - the curriculum is sufficiently challenging, helps to develop pupils' conceptual understanding and builds on prior learning
 - better strategic links are developed with partners, including parents and Ministry of Defence welfare organisations.

- Raise achievement by improving the quality of teaching, learning and assessment so that teachers:
 - deepen the understanding of the most-able pupils and challenge them sufficiently
 - plan activities in mathematics to develop pupils' fluency in calculation methods, reasoning and problem-solving skills
 - manage the changes between activities and classes more effectively so that valuable teaching time is not wasted
 - develop pupils' phonics skills in different subjects.

- Improve the welfare and personal development of service children by ensuring that there is sufficient provision in place to support their needs upon transfer to the school.

- An external review of the school's use of pupil premium funding should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management requires improvement

- The pace of school improvement has been slow since the previous inspection. School leaders, governors and the local authority did not act quickly enough upon the findings of the previous inspection. It is only since the appointment of the current headteacher that rapid improvement has become evident.
- School leaders and teachers are not clear about the progress that current pupils are making. As a result, they are not able to accurately identify important gaps in achievement. Consequently, leaders do not ensure that teaching activities and extra support are effectively tailored to close these gaps.
- The curriculum does not effectively strengthen and consolidate pupils' skills as they move through the school. As a result, pupils are not always able to build on their prior learning in order to make more rapid progress. For example, in mathematics, some pupils who are able to apply a method are not then challenged to develop their mathematical reasoning further.
- School leaders do not make a clear enough distinction between the funding for disadvantaged and service pupils. Consequently, leaders are unable to specify how the money is spent in these different areas and whether it is directed at the appropriate pupils. As a result, leaders are unclear about the impact of this funding.
- The headteacher is a strength of the school. He is dynamic and uncompromising in his drive to improve teaching, behaviour and standards. The headteacher has an accurate understanding of the school's strengths and weaknesses and knows what needs to improve. He is now being supported effectively by senior leaders and other key members of staff. As a result, there is a culture of higher expectation and accountability in the school, for staff and pupils. Although not all staff have welcomed recent changes, the headteacher is right in pushing for changes that will improve behaviour, teaching and achievement.
- Physical education (PE) and sports premium funding has been well used to increase pupils' involvement in extra-curricular sports activities and sports festivals. For example, the school was recently runner-up in a national dance competition. The funding has also enabled the school to purchase equipment and PE training for staff, which has had a positive effect on pupils' learning and enjoyment of sport.
- As a result of leaders' renewed focus upon the importance of values in the school, the school is now a calmer place where pupils work and socialise with each other in a cooperative, respectful way. Values such as tolerance, kindness and responsibility are threaded throughout the life of the school, in corridor displays and classroom activities. As a result, pupils' social and moral development is being supported effectively. However, leaders do not focus sharply enough on fundamental British values, such as democracy.
- A range of extra-curricular clubs and activities during lunchtime enhances pupils' experience of school. These include different sports clubs, Makaton and a radio station that is very popular with pupils.
- The school has received no support from the cooperative trust that it belongs to and little support from the local authority. As a result, until recently, school leaders have been unable to take advantage of an objective, external view of the quality of teaching, which has hindered improvement.
- Some parents do not feel that communication with the school is good enough. As a result, some parents do not feel that they have been well informed about the recent changes that have been introduced or made to feel welcome in school.
- **The governance of the school**
 - Governors are not clear about the progress that groups of pupils in different year groups are making. This hinders their ability to fully hold school leaders to account in this respect of their work.
 - Governors are not clear about whether funding for disadvantaged and service pupils is appropriately spent on the pupils it is meant for, in what ways the funding supports learning and the impact that it has.
 - Governance at the school has improved since the time of the previous inspection. As a result of a recent review of governance, governors are now clearer about the overall strengths and weaknesses of the school, have much greater day-to-day involvement with the school and are developing their understanding of teaching. Governors are beginning to provide a stronger degree of challenge to the headteacher and, equally, are supportive of the changes he is making to improve the school.
- The arrangements for safeguarding are effective. Appropriate records are in place, and procedures followed, to ensure that pupils are kept safe. Staff receive appropriate child protection training, including training to prevent radicalisation and extremism. Pupils who spoke to inspectors knew what to do and who to speak to if they had concerns or worries about safety. Recent improvements have been made to site security with the erection of a perimeter fence and new external doors.

Quality of teaching, learning and assessment requires improvement

- Teaching does not sufficiently meet the needs of different groups of pupils, particularly the most-able pupils. Not all teachers are clear about the progress being made by pupils so they do not modify their planning, classroom activities and expectations of what pupils can achieve accordingly. As a result, progress is slowed.
- Frequent changes between activities and lessons waste valuable learning time. As a result, some pupils are slow to settle to their work and lose concentration.
- Teaching assistants provide effective support to individual pupils with particular needs but do not provide enough assistance to other pupils who would benefit from their help. In some cases, teaching assistants do not reinforce teachers' expectations of behaviour during changes between activities.
- Stronger teaching is characterised by a high degree of expert subject knowledge. Where this is not the case, teachers are not sufficiently familiar with the demands of the new National Curriculum, particularly in mathematics. As a result, pupils do not develop their reasoning and problem-solving abilities sufficiently.
- Strong relationships exist between teachers and pupils. Staff constantly praise pupils for their achievements and recognise what they have done well in terms of both their learning and their behaviour.
- Recent initiatives to improve teaching are beginning to be successful. For example, the school is championing the value and joy of reading. As a result, pupils are excited about choosing their own books and are selecting books that are suitably challenging. In Key Stage 2, English teachers have raised their expectations of the quality of writing expected from pupils which is beginning to improve pupils' progress.
- In both mathematics and English, feedback clearly highlights the improvements pupils need to make to their work. Pupils' responses to this feedback show that it is being acted upon, which is improving their progress.
- Many of the classrooms and corridors have been improved to assist pupils in their learning. Pupils find themselves surrounded by colourful, vibrant displays which champion their best work and 'working walls' which act as a further resource to help with their learning. Various open spaces and corners around the school that were previously underutilised have been adapted so that they assist learning. For example, attractive reading corners are now filled with books which encourage pupils to read.

Personal development, behaviour and welfare requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.
- Pupils' attitudes to learning are not good enough because staff expectations of behaviour are sometimes too low. As a result, some pupils do not settle quickly when beginning new activities or lessons and take too long to re-establish concentration.
- There is limited support available for the large number of pupils from service families when they join the school within the school year. Leaders and governors have not taken full advantage of the funding that is dedicated to supporting the welfare and learning of this group of pupils. As a result, there are few links with external organisations, such as the Ministry of Defence, which limits the support available to these pupils.
- Pupils' understanding of fundamental British values, the multicultural world in which they live and extremist behaviour, is underdeveloped. However, their understanding of key values within the school community is improving.
- Pupils who spoke to inspectors reported that they felt safe and enjoy coming to school. When pupils in Years 5 and 6 were asked whether the school dealt effectively with bullying they all responded with a resounding 'yes!' and went on to provide specific instances. One pupil commented, 'the school deals with bullying well because we are a values school'. A minority of parents surveyed said that they did not feel that bullying was well managed by the school; however, leaders have effective procedures in place to deal with bullying when it arises.
- The headteacher is actively promoting a belief in, and adherence to, the key values of the school throughout all of its work. For example, in a literacy lesson, part of the learning focused on the value of aspiration when pupils considered how they could write their best poetry.
- Pupils are safer, and report that they feel safer, as a result of improvements to site security.

Behaviour

- The behaviour of pupils requires improvement.
- The attendance of disadvantaged pupils is lower than average. Although the school is aware of the issue and tackling it using internal resources and the education welfare officer, some pupils still have poor attendance.
- Some behaviour is not good because noise levels in class are too high and pupils tend to drift off task. Where teaching effectively interests and engages pupils, pupils work in a quiet and focused way, collaborating with each other, listening and respectfully taking note of what each other says.
- Behaviour around the school site has improved significantly since the headteacher's appointment. The headteacher made it an immediate priority to ensure that very poor behaviour was eradicated, which resulted in a temporary rise in exclusions. The school is now a calmer place and the majority of pupils conduct themselves with maturity. Pupils respect the newly improved buildings and classrooms.
- Pupils respond well to the new system of rewards and sanctions because it is transparent, lays down clear boundaries and provides incentives for pupils to do well. Pupils who spoke to inspectors reported that they really liked the system whereby they could collect stamps and, if they had enough, could enter a draw to win a voucher.

Outcomes for pupils

require improvement

- Achievement has not shown signs of rapid improvement since the previous inspection. Pupils' progress at Key Stage 2 in reading, writing and mathematics has been broadly average for the last three years and has shown little sign of improvement. Few pupils make more than nationally expected rates of progress.
- The progress being made by current pupils, including the most able, as indicated by the school's information, does not enable them to reach the standards expected at this stage of the academic year.
- Attainment in reading at Key Stage 2 was below the national average in 2015, although attainment in mathematics was above average. Attainment in both subjects was below the national average in the previous two years.
- At Key Stage 1, pupils' attainment has been below the national average consistently in mathematics and also writing, although improvement is evident in writing. In reading there has been a rising trend of improvement over time so that the attainment of pupils in Key Stage 1 was above the national average in 2015.
- The proportion of boys who met the national standards in phonics (letters and the sounds that they make) in 2015 was below average, whereas girls' results in the phonics check were above average.
- Disadvantaged pupils achieved well in comparison to their peers in reading in 2015, at Key Stage 2. Additionally, in writing and mathematics in 2015, disadvantaged pupils made progress in line with the national average.
- Disadvantaged pupils also achieved well at Key Stage 1 in 2015 in reading, writing and mathematics in comparison to non-disadvantaged pupils.
- Pupils enjoy their reading and many are able to read fluently, using appropriate strategies to correctly read unfamiliar words. Many pupils choose books that challenge them and this serves to heighten their interest. Pupils respond well to the freedom to select their own books.
- Recent initiatives to improve teaching have resulted in pupils producing higher-quality extended writing.
- Pupils with disability and special educational needs make progress that is comparable with their peers.

Early years provision

requires improvement

- Leaders' actions to tackle weaknesses have yet to bring about sufficient improvement in teaching. However, leaders now have a clearer idea of the strengths and weaknesses of early years provision in the school.
- Children enter Reception with different pre-school experiences and a range of skills that are broadly typical for their age. In 2014 and 2015, the proportion of children that achieved a good level of development was above the national average.
- The school's information demonstrates that current children are making similar progress to that made by previous groups of children.
- The achievement of boys in the early years did not compare favourably with girls in 2015. The proportion of boys achieving a good level of development was lower than the national average. By contrast, the

proportion of girls achieving a good level of development was above the national average.

- Children's skills in phonics are not consolidated as well as they might be because they are not able to apply them in different contexts throughout the school day.
- Working routines and changes between activities are not consistently followed by some children, which hinders the development of their communication and language skills. This, in turn, means that the foundations upon which to build appropriate attitudes to learning higher up the school are not as strong as they should be. Consequently, children are not as well prepared for Key Stage 1 as they should be.
- Children are happy at school. All staff regularly praise children for their efforts so that they feel valued and looked after. Children feel safe in the environment, both inside the classrooms and in the outside learning area.
- Children enjoy a range of activities both in the classroom and the outside area. They respond most positively to activities that encourage independent discovery and the use of the imagination in an exploratory way. As a result, children do not have an over-reliance upon adult direction.
- The school promotes an open-door policy and parents are welcomed in to school to discuss the progress of their child through regular parent reviews. However, the school provides limited information to parents on how they could best support their child at home.

School details

Unique reference number	135177
Local authority	Wiltshire
Inspection number	10009222

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

Type of school	Primary
School category	Foundation
Age range of pupils	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	298
Appropriate authority	The governing body
Chair	Malcolm Wilford
Headteacher	John Read
Telephone number	01249 890413
Website	www.lynehamprimary.co.uk
Email address	admin@lynehamprimary.wilts.sch.uk
Date of previous inspection	14–16 January 2014

Information about this school

- Lyneham Primary School is an average-sized primary school.
- The current headteacher took up post in September 2015.
- The majority of pupils are from a White British background.
- The proportion of pupils known to be eligible for the pupil premium is below average.
- The proportion of pupils with disability and special educational needs who receive support is broadly average. The proportion of pupils with disability and special educational needs who have a statement or education, health and care plan is above average.
- A high number of service children attend the school.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

Information about this inspection

- Inspectors observed learning in a number of lessons; many of these observations were conducted jointly with leaders.
- Meetings were held with the headteacher and other senior leaders, middle leaders, teachers, teaching assistants, groups of pupils, representatives of the local authority and members of the governing body.
- Inspectors scrutinised a wide range of documentation, including information on pupils' outcomes, the school's improvement plan, governing body minutes, local authority reviews, records relating to the monitoring of teaching and performance management, behaviour, attendance and the safeguarding of students.
- Inspectors scrutinised pupils' work and observed their conduct at break and lunchtimes.
- Inspectors took account of 66 responses to the online Parent View survey.

Inspection team

Stephen Smith, lead inspector	Her Majesty's Inspector
Simon Cowley	Ofsted Inspector
Dawn Breeze	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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