

Lyminster Primary School

Wick Street, Littlehampton, West Sussex BN17 7JZ

Inspection dates

17–18 May 2017

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is a school that requires improvement

- Positive changes introduced by the headteacher and leadership team have not had time to make sufficient impact. As a result, the progress and attainment of pupils is not yet consistently good.
- Pupils' attainment at the end of key stage 2 in 2016 was well below the national average in reading, writing and mathematics. Disadvantaged pupils achieved much less well than other pupils nationally.
- Early years requires improvement. A lack of resources in an underdeveloped external learning and play area means that children do not make good progress in all areas of learning.
- New strategies to improve the teaching of literacy have not yet had time to have an impact. There is evidence of improved progress in reading, but the quality of pupils' writing remains variable.
- Staff do not always provide work that is at the right level of challenge or difficulty. This slows learning for pupils who have the ability to reach or exceed age-related standards.
- Teachers do not use assessment information well enough to plan the next steps in pupils' learning.
- The curriculum does not meet the needs of the pupils well. It lacks breadth and richness of experience.

The school has the following strengths

- Good leadership and governance are improving the school. The new headteacher and senior leaders have had an immediate and positive impact since their appointment. They have focused on the right things. The school is well placed to improve rapidly.
- Effective provision has been introduced to support disadvantaged pupils and those who have special educational needs and/or disabilities, and their attendance and progress are improving.
- Teachers have regular opportunities to develop their skills and professional knowledge. They are becoming more reflective and are keen to act on constructive feedback.
- Teaching is improving in many classes. Consistently good teaching in some classes is rapidly improving pupils' achievement.
- Pupils enjoy school and behave well. There are positive relationships between staff and pupils. Pupils' spiritual, moral, social and cultural development is good.

Full report

What does the school need to do to improve further?

- Sustain the capacity for continued improvement in the quality of curriculum design by:
 - developing a broader and more balanced curriculum to meet the needs of all pupils.
- Improve the quality of teaching and assessment at all key stages to raise standards by:
 - building further on newly established teaching and learning expectations to support staff in developing consistently good practice
 - leaders checking frequently on the quality of pupils' written presentation across a range of subjects
 - establishing a rigorous approach to the teaching and application of handwriting
 - ensuring that the application of grammar and punctuation skills builds on secure understanding.
- Build on the improvements made to the school's assessment systems and practice by:
 - making sure that teachers use assessment information about pupils' progress and performance to accurately identify the next steps in their learning and to provide appropriate challenge
 - checking that pupils' work in books indicates whether or not they are on track to make enough progress towards their expected learning targets so that action can be taken as appropriate.

Inspection judgements

Effectiveness of leadership and management

Good

- There have been many changes to leadership since the previous inspection. The new leadership team, including new governors, has brought about stability and demonstrates the capacity to sustain further improvements.
- The headteacher's resolute leadership has made an immediate, positive impact on the school. He has an accurate understanding about where the school needs to improve further and is realistic about how long it may take to eradicate weak historical underachievement.
- There is an inclusive, aspirational culture in the school, which teachers, pupils, support staff, parents and carers have embraced. The headteacher and senior leadership team have high expectations. These underpin the work of the whole school team and lead to a determined drive for improvement. Senior leaders work well as a team and are well supported by the members of the governing body, who now hold leaders to account for their work.
- Leaders know the school's relative strengths and weaknesses thoroughly. The headteacher and leadership team have effectively implemented wide-ranging actions to secure considerable improvement this academic year. Identified areas for improvement are supported by highly effective action planning which is robustly monitored. The quality of teaching has improved considerably this year, although it is not yet of a high enough standard to rapidly improve outcomes for all pupils.
- Leaders have been successful in engaging the whole staff in their vision for improving the school. Staff respond positively to support, challenge and training. One teacher commented, 'The headteacher gives us many opportunities and has empowered us to move forward in our practice.' Staff are overwhelmingly supportive of the new leadership team and believe that the school is well led and managed. One member of staff stated, 'I enjoy working at this school and have experienced such positive change since the recent senior leadership team appointments.'
- Leaders continue to recruit skilled practitioners who are capable of driving up standards in teaching and learning. A mathematics specialist works in a support role within key stage 2 to raise standards. A reading mentor works with groups of pupils across the school, including the most able, to extend their knowledge and understanding of language and literacy. A learning mentor works with selected pupils to raise self-esteem and self-confidence, and to enable them to better access the curriculum using these skills. The inclusion manager meets regularly with support staff to deepen their understanding of the complex needs of some pupils within the school and supports teachers to enable them to provide good-quality teaching for all pupils' needs.
- Leaders are outward looking and actively engage with other schools and the local authority as part of their determined action to improve. There is a robust programme in place to check the school's assessment of pupils' work with other local schools, providing training and development for staff.
- Leaders have made good use of the pupil premium funding to help disadvantaged pupils. This has resulted in these pupils making rapid progress this academic year.

- Leaders have made use of the sport premium funding extremely well. Pupils have many opportunities to take part in a wide range of sports and competitions. As a result, the school was named 'Primary School of the Year' in the Sussex Sports Awards 2016.
- Staff work hard to ensure that the curriculum makes a strong contribution to pupils' spiritual, moral, social and cultural development. The curriculum also helps pupils to develop thoughtful attitudes for living and thriving in modern Britain.
- Leaders have rightly identified that the present curriculum does not meet the pupils' needs. They have plans and actions in place to ensure that the school provides broader learning opportunities for all pupils across the school, including in the early years.
- The large majority of parents who took part in Ofsted's survey, Parent View, praised leaders' efforts to improve the school. One commented, 'Communication is better, parents seem happier and I feel proud to be a parent at [a] school that is trying so hard to improve.'
- The local authority has provided effective recent support to the school through regular monitoring visits and has supported school leaders in accelerating improvement.

Governance of the school

- The governing body has undergone recent changes. It now provides good support and is able to offer greater critical challenge than previously to leaders.
- Governors are passionate about the school and ambitious for the future of the pupils. They work closely with the leadership team and school improvement partners and are fully engaged in school improvement planning and self-evaluation.
- Governors ensure that the pupil premium and sport premium funding are used wisely. This has led to an increase in the number of children regularly participating in extra-curricular sport.
- Governors make sure that they are informed about how well the school looks after pupils and how risks are managed so that pupils are kept from harm.

Safeguarding

- The arrangements for safeguarding are effective and robust. Records of recruitment procedures meet statutory requirements and induction arrangements are secure.
- The school places safeguarding at the heart of everything it does. Clear policies, procedures and systems are in place to make sure that no pupil is at risk of harm. As a result, pupils feel safe and are kept safe in school. They are taught how to stay safe, including online, and know that they have adults they can talk to who will always help them.
- Staff contribute to an appropriately vigilant culture in school. Adults are trained well and have a thorough understanding of what to do if they have a concern about a pupil. Leaders make sure that all adults know how to report such concerns. The school engages proactively with external agencies and support services to ensure the safety and well-being of all pupils.

Quality of teaching, learning and assessment

Requires improvement

- The past legacy of weak teaching resulted in many pupils falling behind. As a result, the national test results last year show that pupils in Year 6 underachieved overall. The quality of teaching is not yet consistently good and, as a result, pupils' learning is too variable.
- Teachers do not always match the work or the support they give to pupils well enough. Pupils often repeat activities rather than developing and applying their skills. This slows their progress. Although the teaching still requires improvement in some classes, most teachers' expectations are now much higher than previously. There is some strong teaching in the school and this is influencing improvement in other classes through modelling and the sharing of best practice.
- Teaching does not consistently provide sufficient challenge for the most able pupils so that they can securely achieve a deep understanding of concepts, slowing their progress.
- Progress is regularly reviewed, tracked and monitored. The school recognises the need for the assessment of progress to be firmly based on a strong evidence base. Leaders are developing teachers' knowledge and understanding to achieve this and use it effectively to guide their planning of the next steps for pupils' learning.
- Standards in writing have been low, particularly in key stage 2, but following a whole-school focus on writing, the most recent work shows that pupils are making better progress. Teachers encourage writing using a range of opportunities that are of interest to pupils. Teachers teach pupils to edit and improve their work, but the quality of written work remains variable. Teachers' expectations of pupils' presentation are not consistently high enough across the school and while some pupils clearly take pride in their work, many do not. A consistent approach to the teaching of spelling and grammar is not in place and pupils' achievements suffer as a result. The enforcement of 'every time' rules, the school's policy, is not reflected in workbooks.
- In mathematics, some activities are not pitched carefully enough for different abilities. Work may be overly repetitive or too hard for the least able. Although there is a choice of challenge, activities for the most able pupils sometimes lack complexity. Some development of the language of reasoning was seen in workbooks, but this is not embedded practice across the school.
- The teaching of phonics is effective. This is helping pupils to become competent and independent readers. Pupils read often and widely. This is helping to improve their confidence and skills when reading.
- Relationships between adults and pupils are warm, affirming and based on mutual respect. Teachers are swift to offer well-earned praise and encouragement. This creates learning environments where pupils get on well, are keen to learn and try to do their best.
- Learning environments are inviting, well-organised places, with displays that help to reinforce pupils' learning and to offer help when they become stuck. There is a wide range of resources to support pupils' learning in reading, writing and mathematics. Classes have access to modern technology as needed for their learning.

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- The headteacher has fostered a strong, caring ethos which is embraced across the school. School core values are on proud display and pupils regularly reflect upon them in assembly and in lessons. As a result, pupils have positive attitudes to school and to their learning. They take pride in the school.
- Teachers use a wide range of experiences to expand pupils' knowledge and appreciation of various faiths and cultures. A recent international day gave all pupils the opportunity to learn about the culture, religions and language of Poland. Art and written work from the day is displayed with pride. Pupils are keen to share their knowledge about a range of countries and about the religions of the world.
- Pupils learn to discuss and debate issues and differences. They have their own perspectives challenged and they learn to understand and respect other viewpoints. In keeping with events at the time of inspection, the whole school ran a general election, with elections held in each class to appoint ministers and an overall prime minister. Pupils showed great enthusiasm and understanding of the democratic procedures of Britain and were keen to share the arguments from each political party and the overall outcomes.
- Pupils enjoy taking on responsible roles, including reading with younger pupils and house captains. Librarians are particularly proud to have passed a test before taking on the role.
- Pupils have very positive attitudes towards others in and beyond their community and thrive as they take part in charity events, often designed and run by the pupils. Pupils say that they always know about the charities for which they are raising money.
- Pupils are friendly and courteous and get along well with each other. They say there is rarely any bullying and that they feel safe at school, trusting the adults to look after them. Leaders and staff are successful in tackling any form of discrimination. Pupils say that name-calling is not tolerated.
- Pupils show a good understanding of potential dangers posed by electronic communication. They know that bullying can take place online and have internet safety lessons to help them to know how to deal with any problems.
- A good range of sporting opportunities develops pupils' interests and promotes independence. Staff and coaches emphasise the need for positive attitudes when participating and encourage pupils to try new sports. This has often led to pupils taking up a sport at club level.

Behaviour

- The behaviour of pupils is good.
- Pupils state that the school has changed and improved a lot recently. They enthusiastically discussed changes to break and lunch routines and in lessons. At playtimes, pupils are active and play good-naturedly with their friends. There are good levels of supervision, routines and positive relationships maintained between pupils and staff. The learning mentor is outside during every lunch and breaktime to support pupils who find these times difficult.
- Pupils conduct themselves well throughout the day and move around the school calmly. Pupils show courtesy and consideration towards each other and adults, including visitors to the school.
- Pupils enjoy coming to school. Leaders have taken a range of actions to improve attendance and these are reducing persistent absence for disadvantaged pupils and pupils who have special educational needs and/or disabilities. Activities at the beginning and end of the day provide greater support for disadvantaged pupils. Leaders acknowledge the importance of maintaining robust actions recently put into place to maintain good attendance rates.
- In lessons, pupils behave well. Their behaviour only slips occasionally. This happens when they find the work too hard or too easy, or when the teaching does not engage their interest. Pupils report that there is sometimes low-level disruption to their learning but that it 'doesn't happen very often'.
- Leaders have worked hard to improve the behaviour of a few pupils with behavioural challenges. Leaders have worked closely with parents and sought help from external agencies when this has been needed. As a result, the behaviour of these pupils has improved considerably.
- The majority of parents feel that the school makes sure its pupils are well behaved and that bullying is dealt with effectively. Some parents commented about poor behaviour in the past but, as one wrote, 'I believe the [new] behaviour policy has been fundamental in driving good standards of behaviour at the school.'

Outcomes for pupils

Requires improvement

- Since the previous inspection, the school has completed its transition to a full primary school and now has published outcomes for pupils at the end of key stage 2 for the past two years. This information shows that pupils have made less than good progress from their starting points in all subjects compared with similar pupils nationally. The school's current assessment information reflects improvement but progress in workbooks is not consistently strong. Leaders are addressing previous inconsistencies in the quality of teaching. However, the pace of improvement and the rate of progress made by pupils vary too much across classes.
- Pupil numbers reaching a good level of development at the end of early years have dipped over the past three years, from being above the national figure in 2014, to below in 2015 and 2016. Teachers assess pupils' knowledge and skills when they join the school and leaders are now using these baseline assessments to track more

accurately and monitor progress from pupils' different starting points. Current pupils' progress across reading, writing and mathematics is beginning to accelerate in some year groups. Progress remains variable.

- The number of pupils meeting age-related expectation in writing in 2016 at the end of Year 2 was just above the national figure, while at the end of Year 6 it was well below the national average. The number of pupils making expected progress from starting points in writing at the end of key stage 2 was significantly below the national figure. Scrutiny of workbooks shows that, while some current pupils are completing a considerable amount of written work across the curriculum, progress is hindered because teaching does not always build on prior learning.
- Pupils' attainment at the end of Years 2 and 6 in 2016 did not meet national averages. The number of pupils making expected progress from their starting points in mathematics at the end of key stage 2 was significantly below the national figure. The school has embarked on a project with other local schools to improve outcomes in mathematics through the use of a mastery approach. Teachers report greater progress in lessons than previously, and this was seen in many pupils' workbooks.
- The number of pupils meeting age-related expectations in reading at the end of Year 2 in 2016 was above the national figure. At the end of Year 6, it was well below national figures. The number of pupils making expected progress from their starting points in reading at the end of key stage 2 was significantly below the national figure. Leaders have invested in raising the profile of reading within the school, particularly to enhance the enjoyment of reading. The employment of a reading mentor who is also an author has resulted in the development of a purposeful, inviting library and reading environment. This means that pupils have open access to books and to someone with a true passion for and knowledge of children's literature. One pupil said, 'I read a lot more since the library got changed into genres because it's easier to find what I want to read.'
- Pupils who have special education needs and/or disabilities and those in receipt of pupil premium funding are making better progress in all subjects now than in the past. Differences with other pupils in the school and with other pupils nationally are diminishing. Rates of progress are not consistently rapid enough for these groups to eliminate the differences between them and others nationally.
- In 2016 too few pupils achieved the highest available standard at the end of Year 6 in mathematics. In writing, no pupils achieved it. Consequently, no pupils exceeded expected standards for the combined subjects of reading, writing and mathematics. The most able pupils currently have some opportunities to attempt more challenging work than was previously the case. Evidence in books shows that the quality of their work is improving. However, too few of the most able pupils are making good enough progress from their starting points in all subjects.
- The proportion of Year 1 pupils meeting the phonics standard dropped in 2015 to below the national average but rose to above average again in 2016. School information shows that this standard is maintained due to an intense focus on high-quality teaching of phonics.
- Most older pupils display a commitment towards learning. They like to engage in school life and show positive attitudes that are likely to support their learning and

development when they move on to their next schools.

Early years provision

Requires improvement

- The majority of children are assessed to have skills and knowledge that are below those typical for their age when joining the early years. Teachers do not challenge children sufficiently or build on their capabilities quickly enough to accelerate their progress and allow them to catch up with others. As a result, the proportion of children, including the very small number of disadvantaged children, reaching a good level of development has been below the national average for the past two years.
- The quality of assessment of children's learning is improving. However, staff do not consistently record a range of evidence to support their judgements. This means that staff do not always match children's next steps to their needs.
- Senior leaders have supported staff to transform the quality of the Reception classroom this year. Learning areas indoors are clear and resources are appropriately stored. Leaders recognise that the outdoor area has yet to be developed. They have plans to move the provision to another area of the school to provide a bigger, more appropriate outdoor space. The current outdoor area lacks focus, and opportunities for adults to engage in children's learning are missed. As a result, the provision is not effective enough to enable all pupils to make the necessary progress.
- Most children behave well in the early years. Children share play resources, take turns, and cooperate well together. This has a positive impact on their personal development and learning.
- Adults ensure that children are safe and provide good supervision, care and support. Safeguarding is effective.

School details

Unique reference number	125927
Local authority	West Sussex
Inspection number	10024664

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	210
Appropriate authority	The governing body
Chair	Mr Gareth Williams
Headteacher	Mr Steven McGinley
Telephone number	01903 713642
Website	http://www.lyminster.w-sussex.sch.uk
Email address	head@lyminster.w-sussex.sch.uk
Date of previous inspection	6 June 2013

Information about this school

- The school meets requirements on the publication of specified information on its website.
- Since the previous inspection in June 2013, the school has completed its transition to a primary school and there have been significant changes in leadership. A substantive headteacher was appointed in September 2016, joined by a new deputy headteacher in January 2017.
- The school meets the current government floor standards, which are the minimum requirements for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- Lyminster Primary is smaller than the average primary school.
- There are slightly more boys than girls.

- The proportion of pupils who are disadvantaged is below the national average.
- The vast majority of pupils are from White British backgrounds. Few speak English as an additional language.
- The proportion of pupils receiving support for their special educational needs and/or disabilities is slightly above the national average.
- The proportion of pupils with an education, health and care plan or who have a statement of special educational needs is slightly below average.
- There is a breakfast and an after-school club managed by the school.

Information about this inspection

- Inspectors observed learning in classes on 18 occasions. Most of these observations were undertaken jointly with senior leaders.
- Inspectors observed in breakfast club and talked to pupils and staff.
- Inspectors met frequently with senior leaders throughout the inspection. The lead inspector also met members of the governing body and a representative of the local authority.
- Inspectors met informally with pupils, heard seven pupils read and met 12 pupils formally.
- Inspectors took into account 44 responses to Parent View. The lead inspector considered 37 free-text responses to this survey and a letter from a parent.
- Inspectors met formally with three teachers at different stages in their careers and spoke to members of staff at various times during the inspection. The lead inspector considered responses to the school's staff survey.
- The team reviewed a wide range of the school's documents. These included the school's own evaluation of its performance, records of governors' work and information relating to the performance of pupils. In particular, inspectors examined records of work undertaken to raise standards.

Inspection team

Marcia Goodwin, lead inspector	Ofsted Inspector
Rosie Beattie	Ofsted Inspector
Neil Small	Ofsted Inspector

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