

# Inspection of West Lynn Primary School

St Peter's Road, West Lynn, King's Lynn, Norfolk PE34 3JL

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Inspection dates: 17–18 September 2019

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## **What is it like to attend this school?**

Pupils are happy at West Lynn Primary School. They told us that they would recommend their school to other children. Teachers and pupils get on well. We saw lots of adults and pupils smiling. We also saw good-humoured and respectful conversations between pupils and staff. These positive relationships help to create the school's calm and purposeful environment.

Pupils are almost always attentive in classrooms and concentrate because they want to learn. On occasion, pupils lose focus if the work they are doing is too hard or too easy.

Pupils appreciate the opportunities that they have for learning beyond lessons. They spoke enthusiastically about school trips. They particularly enjoyed their visit to Cadbury World as part of their learning about the Mayan culture. Older pupils are looking forward to the residential trip. They described how it would help them become 'more independent' before going to high school.

Pupils feel safe in school. They know who to turn to if they have concerns. They are confident that staff would support and help them resolve any concerns. Pupils told us they do not worry about being bullied. They said that bullying can happen, but staff always sort it out.

## **What does the school do well and what does it need to do better?**

Pupils have positive attitudes. They learn well across subjects. This is because leaders have planned an ambitious curriculum that makes it clear exactly what to teach pupils and in what order. This means that pupils learn what they need before they tackle more challenging work. For example, we saw pupils in a key stage 1 science lesson using their knowledge of parts of the human body learned during Reception. This helped them to understand why the pupil of the eye gets bigger and smaller.

Leaders are ambitious for pupils with special educational needs and/or disabilities (SEND). Inspectors saw many examples where teachers changed the content of lessons to make sure that pupils could learn well. Teachers do this without lowering expectations for anyone, but this is not consistently done well throughout the school.

Leaders have made the teaching of reading an important priority. From their first day, children in the Reception class begin learning letters and sounds. Teachers know when pupils need extra help to keep up, and they provide it quickly. Leaders have invested considerable resources in developing pupils' reading. A new scheme to improve the teaching of phonics is now in place. Catch-up programmes are available for older pupils. However, not all staff have been trained to use the new resources.

The early years environment is attractive and well resourced. Children have very

positive attitudes to learning. They understand the school's clear routines and they are using the different areas of learning well. For example, during activities with a mathematics focus inspectors saw children working together to measure each other and taking turns to find numbers in the sand. Leaders have planned the early years curriculum so that pupils enter Year 1 with the skills and knowledge that they need.

Leaders provide pupils with a wide range of enriching opportunities. Pupils go on trips such as a visit to the O2 Arena to take part in a concert and also on a trip to a West End show. Pupils also compete in many sporting events. These activities are carefully planned to link to the curriculum. This means that pupils can make connections between these activities and aspects of their learning.

Pupils understand justice. They explained why they consider the school's behaviour system to be fair. They were also united in their view that it is okay for people to believe different things. Pupils know about democracy and explained how they use it to choose their school councillors.

Governors and trustees are well trained. They understand what they are responsible for and carry out their duties effectively. They know the school well and have clear systems in place for sharing information. The school benefits from the wide range of skills and specialisms available across the academy trust.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff are well trained to know how to keep pupils safe. Adults know what to do if they are concerned about a pupil's well-being. Pupils trust staff and are comfortable to raise concerns with them. Staff teach pupils how to keep themselves safe, including when using the internet.

Leaders carry out the necessary checks on employees and volunteers who come into school to be sure that they are suitable to work with pupils. Leaders are persistent when following up actions with other organisations such as social services.

Governors check regularly that school safeguarding procedures are being applied robustly.

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

### **(Information for the school and appropriate authority)**

- Not all staff are adapting the new curriculum in foundation subjects, such as history, effectively enough to meet the needs of pupils with SEND. Leaders should ensure that the needs of these pupils are being addressed consistently well across the school in all subjects.
- This academic year the school has adopted a new phonics scheme of work. All teachers in early years and key stage 1 have received appropriate training and

the teaching of phonics is effective. However, not all support staff or teachers in other year groups have been trained. Leaders need to ensure that all staff, particularly those working with younger pupils and those in lower key stage 2, are confident at using the new scheme to ensure that phonics is taught consistently well.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	141168
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10110212
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	5 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	158
<b>Appropriate authority</b>	The board of trustees
<b>Chair of governing body</b>	CLlr Lesley Bambridge
<b>Executive headteacher</b>	Joanne Borley
<b>Website</b>	<a href="http://www.westlynn.norfolk.sch.uk">www.westlynn.norfolk.sch.uk</a>
<b>Date of previous inspection</b>	14–15 June 2017

## Information about this school

- The school is a smaller than the average primary school. It is a one form entry school with seven classes.
- The proportion of disadvantaged pupils is higher than that found nationally.
- The proportion of pupils with SEND, including those supported by an education, health and care plan, is in line with the national average.
- The great majority of the pupils come from White British backgrounds, with very few from minority ethnic groups.
- Leaders send out questionnaires annually to collect the views of pupils, parents and staff.

## Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- Inspectors visited lessons in all classes with the executive headteacher or other members of the senior leadership team. Inspectors looked in particular depth at early reading, mathematics, science and history. Inspectors met with the leaders responsible for those subjects, looked at pupils' work, spoke with teachers and

spoke with pupils about their work.

- Inspectors observed pupils' behaviour in lessons and around the school, including playtimes and lunchtimes. Inspectors also spoke with a range of different staff about pupils' behaviour. The inspectors spoke with pupils, both formally and informally, to gather their opinions about the school.
- Inspectors held meetings with members of the governing body which included representatives from the academy trust, senior and other leaders. The lead inspector also had a telephone discussion with the chief executive officer from the academy trust.
- Inspectors scrutinised a range of documentation, including the school's self-evaluation and improvement plans, minutes of governing body meetings, and records of monitoring. Safeguarding documents (including the single central record) and records of the quality of teaching and learning were also evaluated, along with information relating to pupils' behaviour and attendance.
- Inspectors took account of the 15 parents who submitted free-text responses through Parent View, and spoke with a number of parents. Eleven responses to the pupil survey and 24 responses to the staff survey were also considered.

### **Inspection team**

Jo Nutbeam, lead inspector

Ofsted Inspector

Joanna Pedlow

Ofsted Inspector

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