

Inspection of Lyme Community Primary School

Lyme Street, Newton-le-Willows, Merseyside WA12 9HD

Inspection dates: 24–25 September 2019

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

What is it like to attend this school?

Pupils typically commented, 'Teachers inspire us, and we inspire them.' This quote sums up Lyme Primary. Leaders fulfil their motto: To inspire, challenge, achieve and nurture (ICAN). Leaders have high expectations for all pupils. They have made improvements. Disadvantaged pupils reach higher standards than in previous years.

Teachers, through the different subjects, make learning fun and exciting. This means that pupils want to carry on learning. They concentrate in lessons and are eager for more. In return, pupils are polite and friendly, and respond well to adults. Pupils said that they feel happy and safe. Most pupils behave most of the time. Some of the pupils with special educational needs and/or disabilities (SEND) find it hard to behave. Staff manage the pupils with SEND well and minimise poor behaviour. In physical education (PE) lessons, some younger pupils do not listen to the teachers. They mess around when they should be listening. Pupils said that there is little name-calling. They said that adults sort out any bullying so that it does not happen again.

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

One of the children gave me a ticket in the outdoor area used by Nursery and Reception children. The ticket allowed me to sit on a milk crate at the back of a makeshift bus. From this vantage point, I could see that the youngest children are happy at school. They know which resources to get to inspire different games and activities. They concentrate and are willing to have a go. Sometimes, the staff do not help the children to express themselves in full sentences. At times, staff across the school do not model the correct use of language.

The school's curriculum is not planned and sequenced in some subjects. Leaders already have plans for next year's curriculum and plans to train staff in how to deliver it. They are bringing this about. Leaders have been successful in improving teaching in mathematics, reading and science. Pupils, as they move through school, know more and remember more. Their achievement is good. This is because teachers make sure that pupils understand before moving on to further learning. Leaders know they have been less successful in PE. They have plans to increase the time spent on PE and to improve the long-term plans in the subject. They are also about to change the language they have been learning from Spanish to French. It was good to hear pupils in the playground answering my 'Hola' with 'Bien, que tal?'

In most subjects, pupils remember what they learned in previous years. However, sometimes, the knowledge has not stuck. They have forgotten key pieces of information, such as the names and location of the world's continents or key skills in sports. This means that teachers have to slow down to fill in the gaps in pupils' knowledge before moving on to the next piece of learning.

The school is not a results factory. Leaders do not narrow the curriculum to chase higher attainment at the end of Year 6. Nor do they take pupils off the school roll

unless necessary. The curriculum is ambitious. Teachers take time to build up pupils' knowledge in most subjects. This is less successful in PE. Staff moved on too quickly, for example, before checking that all pupils knew how to hold the tennis racquet. Overall, pupils have a positive attitude to learning. However, on occasions, younger pupils' behaviour in PE lessons is not as good as it could be.

Reading has a high profile. By the end of Year 2 in 2019, every pupil could read at the expected standard. Very capable teaching assistants help pupils to catch up if they fall behind. Pupils read fluently, particularly story books.

Provision for pupils' personal development is strong. There is a very well-crafted curriculum which develops pupils' understanding of the world and their rights as citizens. Teachers develop pupils' sense of responsibility through jobs around the school but also through campaigning for social change. Pupils are respectful and know how to treat others. They cooperate well in lessons and this aids their learning.

Teachers teach pupils with SEND well and make sure that they study the full curriculum.

Governors have helped to shape the ethos and direction of the school. They support and challenge leaders.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is a high priority for the school. Leaders make sure that the staff have the training that they need to protect pupils. The school uses a good system to identify pupils and families who may need early help. Staff manage incidents well and follow through on cases. Staff work well with other specialists, including health workers.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In PE, the long-term plans do not fully cover the national curriculum. They are not sequenced as well as they could be, for example in dance. Pupils only have an hour of structured PE a week, which is below the recommended two hours a week. Leaders should make sure that the pupils learn PE from well-constructed and sequenced plans that gradually build up their knowledge and skills. They need to ensure that staff delivering PE lessons make better use of assessment and check that pupils have the knowledge and skills they need before moving on to further learning. Leaders also need to ensure that the behaviour of some younger pupils during PE lessons improves.
- In some subjects, at the start of a topic, the pupils have forgotten important

knowledge and information. In mathematics, teachers revise key information and build pupils' memory. The school should work on building pupils' memory of the knowledge that they will need for further learning in other subjects, such as geography and PE.

- In some classes, the adults do not model or teach pupils to improve their spoken language. In some lessons, pupils do not express themselves using good vocabulary or technical language. Some staff use non-standard spoken English and model incorrect grammar when they teach pupils. The school should consider ways of helping pupils to speak clearly and correctly, using good vocabulary, technical terms and standard English.

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

Unique reference number	104776
Local authority	St Helens
Inspection number	10110883
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	213
Appropriate authority	The governing body
Chair of governing body	Caroline Unsworth
Headteacher	Marie Cribb
Website	www.lyme.st-helens.sch.uk/
Date of previous inspection	6–7 June 2017

Information about this school

- The main change since the previous inspection in 2017 is the return, full-time, of the deputy headteacher after maternity leave.
- The school caters for pupils with communication special educational needs. It also caters for those pupils with physical needs, learning needs and those with social and emotional and behavioural needs.
- The school manages a breakfast club and an after-school club.

Information about this inspection

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

- To take account of pupils' views, we looked at the 107 replies to Ofsted's online survey. We also spoke with groups of pupils, whom we observed in PE, mathematics and science lessons. We also talked with some groups of pupils about behaviour and about other aspects of school life.
- To take account of parents' views, we looked at the 50 responses to Parent View, Ofsted's online survey. We also considered the 27 parents who wrote additional

comments on Parent View, most of which were very positive.

- We met a range of teachers, mostly those whose lessons we visited during the day. We looked at the nine responses from staff who completed Ofsted's online survey. We met with the headteacher and deputy. We also met with a group of staff, including teaching assistants. We met the subject leaders for science, mathematics, English and PE.
- We met a representative of the local authority and with five members of the governing body.
- In looking at pupils' behaviour and attitudes, we observed them in classes. We also observed them at break and lunchtime.
- We met the staff responsible for safeguarding. We looked at attendance and behaviour records. We also looked at case studies of how the school works with other agencies to protect pupils.
- As a part of the inspection, we looked in depth in reading, mathematics, science and PE. We also looked at geography, computing and music but in much less depth.

Inspection team

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