

Inspection of a good school: Lympsham Church of England Academy

Rectory Way, Lympsham, Weston-Super-Mare, Somerset BS24 0EW

Inspection dates:

2 October 2019

Outcome

Lympsham Church of England Academy continues to be a good school.

What is it like to attend this school?

Pupils are proud to attend Lympsham Church of England Academy. Pupils told inspectors that they enjoy learning and that adults take good care of them. Pupils understand the school's high expectations and develop good attitudes to learning. Pupils expect to work hard, and they say their work is challenging.

Pupils speak enthusiastically about the range of things they learn beyond the classroom. They enjoy the many clubs which appeal to their different interests. They appreciate how the school teaches them to be responsible and to look after others. For example, they speak about learning first aid skills. They enjoy fundraising for charities and being 'buddies' to younger pupils.

Pupils behave well in lessons and around the school. Lunchtimes are happy times for everyone because staff make sure there are lots of different games to play and nobody is left out. Pupils say that poor behaviour is not tolerated by adults and everyone understands the school rules. However, pupils say that occasionally their classmates distract them in their learning.

Pupils feel safe in school. They told inspectors that the school teaches them to 'stop, walk, talk' and find an adult if they have a problem. They say that bullying does happen but that it is rare. They say that adults resolve the issues straight away.

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

Leaders' ambition is for pupils to achieve well in all subjects and to develop personally through what they learn.

The plans for the teaching of mathematics clearly set out what pupils need to learn and in what order. Teachers use their assessments of pupils' understanding well. They find out what pupils know and change their plans when they need to, so that pupils know everything they should before moving on. As a result, pupils recall number facts well and

can use them to solve problems and explain their thinking.

Leaders have made reading a priority. Pupils enjoy visiting the school library and love whole-class story sessions. Teachers choose interesting texts for pupils to read including new authors and non-fiction such as newspapers. Pupils are motivated to read.

Teachers make sure that younger children learn letters and the sounds that they make from the start of the Reception Year. In Year 1, pupils use their knowledge of building words to spell familiar sounds in different ways. Most pupils learn to read quickly. However, pupils who have fallen behind struggle to read their books fluently. Teachers do not use what they know pupils can do to make sure pupils receive the right support. These pupils are not yet catching up quickly enough.

Teachers provide effective support for pupils with special educational needs and disabilities (SEND). Teachers understand pupils' needs and adapt their plans well. Leaders make sure that extra teaching and support for these pupils help them to do well.

The school plans activities which help pupils to develop personally and socially. These take place in lessons and in out-of-school activities. For example, pupils take on responsibilities such as joining the 'eco committee' and take part in community events at the local church.

Children make a great start to school life in the early years. In the Nursery class, children settle well to their learning. They enjoy warm trusting relationships with adults. Staff promote reading well. In the Reception class, children also learn and play happily. Staff help children to stay interested in their learning by asking questions and providing appropriate support. Children learn to count and to observe changes in the world around them in the early years. This prepares them well for Year 1.

Science is not taught as well as other subjects. Leaders have not made sure that teachers have strong subject knowledge in science. As a result, pupils cannot remember enough about what they have previously learned to help them understand new ideas. For example, they remember planting seeds each year, but cannot explain the job of leaves in a plant. Teachers do not address pupils' mistakes well enough. Pupils are not always clear about what they are learning or how to complete their tasks.

Safeguarding

There is a strong culture of safeguarding in the school. Leaders make sure that staff are well trained to spot the signs of abuse or neglect. Staff are vigilant and keep careful records of concerns. They report these concerns quickly. Leaders take swift action and work well with external agencies to make sure that pupils receive the support they need.

Leaders make sure that the school educates pupils about keeping safe online. For example, they have developed the role of 'digital leaders' for older pupils. They work with staff to make sure pupils know how to use the internet safely.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The planned order of learning in science does not ensure that pupils know and remember important content well enough. Teachers do not have sufficient subject knowledge to correct pupils' misconceptions effectively. Leaders need to make sure that teachers develop strong subject knowledge in science. They need to ensure that teachers' plans help pupils to secure their understanding well.
- A minority of pupils are not able to use their phonic knowledge well enough to read fluently. Teachers do not use their assessments of what pupils know and understand to tackle pupils' gaps in phonic knowledge. Staff who plan additional support to help pupils to catch up in reading have not had the training and guidance they need. Leaders should ensure that staff receive additional training so that they can help pupils to catch up in reading.

Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged the predecessor school, Lympsham Church of England, to be good in January 2014.

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 are 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	143330
Local authority	Somerset
Inspection number	10111580
Type of school	First
School category	Academy converter
Age range of pupils	4 to 9
Gender of pupils	Mixed
Number of pupils on the school roll	105
Appropriate authority	Board of trustees
Chair of trust	Alan Davies
Headteacher	Fiona Robertson
Website	www.lympshamcofeacademy.co.uk/
Date of previous inspection	Not previously inspected

Information about this school

- The school is a voluntary-controlled Church of England school in the Diocese of Bath and Wells. It was graded as outstanding in its most recent Statutory Inspection of Anglican and Methodist Schools in October 2014.
- The school joined the Wessex Learning Trust in November 2016.

Information about this inspection

- The inspection took place over one day. Inspectors met with parents at the start of the school day. Inspectors also met with the executive headteacher, the head of school and school leaders. The inspector met with school governors including the chair of governors and the governor responsible for safeguarding, as well as the chief executive of the Wessex Academy Trust.
- Inspectors considered reading, mathematics and science during this inspection. The inspector conducted meetings with the leaders of these subjects, as well as reviewing leaders' plans, conducting lesson visits, speaking with pupils about their learning, reviewing pupils' books and speaking to teaching staff about each subject.
- The lead inspector reviewed the school's safeguarding records, including records of

recruitment checks made on newly appointed staff at the school. The lead inspector also reviewed the records of referrals to the designated safeguarding lead. Inspectors spoke to staff, leaders and pupils about safeguarding and reviewed leaders' records of bullying.

- Inspectors spoke with staff and pupils about standards of behaviour and the school's response to bullying.
- Inspectors considered 42 responses to the pupil survey, 22 responses to the staff survey and 62 responses to the online survey, Parent View.
- An inspector spoke with leaders and staff about the impact of staff workload.

Inspection team

Claire Mirams, lead inspector

Ofsted Inspector

David New

Ofsted Inspector

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