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John Read
Headteacher
Lyneham Primary School
Preston Lane
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Wiltshire
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Dear Mr Read

Requires improvement: monitoring inspection visit to Lyneham Primary School

Following my visit to your school on 25 May 2021, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the monitoring inspection findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions that have been taken to improve the school since the most recent section 5 inspection.

The monitoring inspection was carried out under section 8(2) of the Education Act 2005 and has taken place because the school has received three successive judgements of requires improvement at its previous section 5 inspections.

This was the first routine inspection the school received since the COVID-19 (coronavirus) pandemic began. I discussed the impact of the pandemic with you and have taken that into account in my evaluation.

Having considered the evidence, I am of the opinion that at this time:

Leaders and those responsible for governance are taking effective action in order for the school to become a good school.

The school should take further action to:

- improve the curriculum so that pupils learn more and remember more in all subjects.

Context

- A new chair of governors took up post in September 2020.
- The deputy headteacher, who is the special educational needs coordinator, was absent on the day of the inspection.

Main findings

You have worked tirelessly and diligently to improve the school since your appointment in 2015. As one member of staff said, 'You have pulled the school up by its bootstraps'.

The school is a calm and orderly place now. You took immediate steps to eradicate the poor behaviour that was too often present in classrooms and corridors. Pupils are continually polite and respectful. They appreciate their school and enjoy their learning.

You have prioritised reading. Children learn phonics systematically as soon as they arrive at school. Following children's return to school in March 2021, their retention of phonics was variable. Many children need extra support to catch up. Although leaders are aware of this, they have not ensured that children are always learning the correct phase of their phonics. Pupils in Years 1 to 3 who struggled with reading are making better progress. They are using their phonic skills well to improve their reading. Throughout the school, teachers read to pupils to help enhance their vocabulary and understanding.

Teachers and leaders provided remote learning effectively during the more recent lockdowns. Parents were overwhelmingly positive about what you and the staff achieved. Similarly, parents spoke of the differences you have made. Many parents, and pupils, have experienced several schools because of parents being in the services. They value the transition work in this school.

You are leading the reworking of an ambitious curriculum. Staff and the community have been included so they can explain what they want for the pupils. You have a set of sound principles on which you are basing this work. Subject leaders are researching and revising their curriculums carefully. You know that making sure pupils are taught the correct content at the right time, and in the right way, is key to them knowing and remembering more.

The governing body supports and challenges you appropriately. They know the strengths and weaknesses of the school. They recognise the vigour with which you have made such significant changes for the better, such as making the site safer. They value your inclusivity and are rightly proud of the award the school received for its work on inclusion.

Additional support

The local authority has supported the school with regular annual reviews of teaching and learning. This has helped improve teachers' skills.

Evidence

During the inspection, meetings were held with you, pupils, staff, representatives of those responsible for governance and a representative of the local authority to discuss the actions taken since the last inspection.

I looked at the work of pupils and listened to pupils read. I looked at responses to Ofsted's online questionnaire, Parent View, including 63 free-text responses, and staff questionnaires.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Wiltshire. This letter will be published on the Ofsted reports website.

Yours sincerely

Kathy Maddocks
Her Majesty's Inspector