

Inspection of Lyncrest Primary School

Lyncrest Avenue, Northampton, Northamptonshire NN5 5PE

Inspection dates: 6 and 7 July 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Pupils enjoy coming to Lyncrest. They say, 'It is a good school and there is a nice community feel.' Leaders have deliberately set about building this strong sense of community. Pupils behave in a way that reflects the school values of being respectful, showing compassion and developing perseverance.

Pupils behave well because leaders and teachers have high expectations of them. Pupils like the 'good to be green' rewards system and know that poor behaviour has consequences. If bullying occurs pupils know that teachers deal with it.

Leaders are ambitious and determined for all pupils to succeed. Disadvantaged pupils, and those with special educational needs and/or disabilities (SEND), do well. The 'face at the gate' every day is one of the ways staff get to know pupils and families. All staff work hard to understand pupils' needs. They make every effort to support them.

Pupils feel safe in school. Teachers make sure they know how to keep themselves safe out of school and when learning online. Supporting pupils' mental well-being has been a major consideration, particularly since the pandemic began. Pupils play well together, respect difference and are tolerant of each other. They like opportunities to be librarians and school councillors. The school offers many before- or after-school clubs to nurture talent and broaden experiences.

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

Senior leaders are ambitious for all pupils to succeed. Precise identification of the school's needs has been a factor in securing rapid improvement in the provision for pupils. All staff know their roles and responsibilities in making the school better.

With support from the local authority, leaders set about writing a well-sequenced curriculum. This work moved at pace. The curriculum is now ambitious and, in some subjects, goes beyond the national curriculum. Because of this, pupils are able to acquire a broad range of knowledge before they leave the school.

The detailed knowledge identified in the curriculum means teachers know what to assess. In some subjects, well-adopted teaching strategies help pupils to recall previous learning. One pupil said: 'We use flashback 4 to help us remember and warm our brains up. We've just done it and my brain is really warm right now!' However, in some subjects, pupils cannot remember as clearly what they have been taught.

Teaching pupils to read is a priority. Reading starts in nursery. Leaders ensure staff are experts, so pupils get appropriate support when they need it. Pupils have books that are well matched to their knowledge of phonics. Parents and carers value the support they receive so they can help their child to learn to read. Pupils have access

to a broad range of fiction and non-fiction books. Pupils say they like reading and know that it helps them learn new things.

Leaders develop and train staff well. They make sure all staff have the expertise to deliver the curriculum. Leaders consider staff well-being and have adapted policies to lighten workload. As a consequence, staff morale is high.

Leaders give careful consideration to the personal, social, health and economic (PSHE) curriculum. They know the community's needs and include these in their plans. While the PSHE curriculum teaches fundamental British values, not all pupils understand their importance and the relevance to themselves. Pupils learn about a wide range of cultures and faiths.

Disadvantaged pupils and pupils with SEND do well. Leaders ensure all staff are well trained so that they provide effective help and support. One parent spoke about the support their child with SEND received: 'Their outstanding efforts with my child has ensured remarkable progress, both academically and personally.' Comments like these are typical.

Pupils' attendance rates have varied before and after the various national lockdowns. However, leaders have raised expectations of parents and pupils. Leaders track pupils' attendance and take appropriate action to ensure pupils regularly attend school. Pupils enjoy attending school and behave well during lessons and social times.

Parents and carers are supportive of the school. Leaders provide them with the information they need to support their children. One parent said: 'We love Lyncrest. Staff are caring and push my daughter to expand her horizons. I cannot speak highly enough of the school, staff, children and wider community!'

Governors are aware of the school's strengths and its progress. They understand their responsibilities and ensure leaders make the school better.

Provision in the early years foundation stage is a strength. Leaders are passionate and highly skilled. Adults care about the children and build strong relationships. Children respond well to adults and collaborate with each other. Skilled adults check what children know and remember. The curriculum is well sequenced so children develop a broad range of knowledge across the areas of learning. Activities are well planned and resourced.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding systems are rigorous and robust. Staff are well trained and know how to report any concerns. Leaders regularly check records and respond quickly to concerns. They are tenacious and make sure pupils and families receive the support

they need. Leaders, including governors, make all appropriate checks on adults in the school.

Pupils know how the curriculum teaches them to keep themselves safe online. They feel safe and know that adults will address any worries or concerns.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Pupils are aware of fundamental British values, but not all are aware of the significance to themselves and the community. As a consequence, some pupils make inappropriate comments. Provision in school should place more importance on these values so they have greater prominence. This will help pupils recognise their importance and challenge others who do not respect these values.
- In some subjects, teachers are not checking rigorously what pupils know and remember. As a result, in these subjects pupils are not remembering their learning. Strategies that have proved successful in other subjects should be considered as a means to checking what pupils have remembered in all subjects. This will support pupils in recalling previous learning so that they are able to know and remember more of the intended curriculum.

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 information from Ofsted Parent View 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 the school and 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	121922
Local authority	West Northamptonshire
Inspection number	10227840
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	232
Appropriate authority	The governing body
Chair of governing body	Mrs Stephanie Curtis
Headteacher	Jemma Gillespie
Website	www.lyncrestprimary.net
Date of previous inspection	16 March 2017, under section 8 of the Education Act 2005

Information about this school

- There has been a new headteacher appointed since the last inspection.
- The school does not use a registered alternative provider.

Information about this inspection

- The inspectors carried out this inspection under section 5 of the Education Act 2005.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors held meetings with the headteacher, curriculum leaders, pastoral lead and the special educational needs coordinator.
- Inspectors carried out deep dives in four subjects: reading, mathematics, geography and computing. To do this, they met with curriculum leaders, visited lessons, looked at pupils' work, listened to pupils read and met with teachers and pupils. Inspectors also looked at curriculum documentation for modern foreign languages, PSHE and design and technology.

- The lead inspector met with five representatives of the governing body. He also met with a representative of the local authority.
- Inspectors took account of the responses to the Ofsted Parent View survey, pupil survey and staff survey, along with written comments from parents. Inspectors spoke informally to parents outside the school.
- Inspectors met with safeguarding leaders. They reviewed school documents, including those relating to safeguarding, governance, behaviour, exclusions, the use of pupil premium and attendance. They visited breakfast club.

Inspection team

Mark Anderson, lead inspector

Her Majesty's Inspector

Luella Manssen

Ofsted Inspector

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