

# Inspection of a good school: Lethbridge Primary School

Lethbridge Road, Swindon, Wiltshire SN1 4BY

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Inspection dates:

23 and 24 May 2023

## Outcome

Lethbridge Primary School continues to be a good school.

## What is it like to attend this school?

Pupils thrive at Lethbridge Primary School. Leaders set high expectations for all pupils. Pupils are proud of their school and are wonderful ambassadors for it. Leaders have designed a rich and ambitious curriculum. Pupils are enthusiastic about the new knowledge they learn.

Pupils behave very well. They are courteous and well mannered towards adults and each other. Relationships between pupils and adults are strong. Pupils say that bullying is not tolerated and is swiftly dealt with should it occur. They say that there are trusted adults they can share their worries with.

Leaders provide an extensive range of extracurricular opportunities that enrich pupils' learning. Pupils speak enthusiastically about their learning in weeks dedicated to science, technology, engineering and mathematics and visits to the Royal Ballet in London. They relish the many leadership roles on offer and make a positive contribution to the wider school community. Pupils are proud to represent the school as a member of the school council or eco-committee and as 'head' pupils. They enjoy helping others, such as being playground buddies or reading ambassadors.

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

Leaders have carefully considered the important knowledge that pupils will learn in most subjects. The curriculum sets out, step by step, what is to be taught from early years to Year 6. Teachers skilfully present learning in a way that enthuses pupils. Pupils explain their learning confidently. Teachers routinely check what pupils know and remember. The curriculum helps pupils to make deep and meaningful links across subjects. For example, in geography, pupils recall their knowledge about different cultures and places from around the world. However, in some subjects, leaders have not thought carefully enough about the precise knowledge they want pupils to know. Pupils are unable to remember key knowledge and make connections to other topics. For example, in science, pupils struggle to remember key scientific vocabulary, which hinders future learning.

Pupils with special educational needs and/or disabilities (SEND) are supported well. Leaders plan the support that pupils receive with precision. Pupils have clear targets that help them to learn the same ambitious curriculum as their peers. Although a small number of parents and carers had concerns about the support pupils with SEND receive, many were extremely positive about the quality of provision for their children.

Leaders prioritise reading. Pupils read books from a carefully considered selection. This ensures that pupils learn about different cultures and backgrounds. Reading begins as soon as children enter Reception. An improved approach to the teaching of phonics means that children make a strong start in early years. Children learn the sounds they need in order to read fluently. Teachers make regular checks on the progress that pupils make. Pupils' books are appropriately matched to the sounds they know. Pupils who find reading difficult receive effective support. Older pupils enjoy reading a wide range of books, texts and stories, which are often linked to the class topics.

The mathematics curriculum is well thought out. In early years, children build firm foundations where new learning is consolidated through a wealth of well-structured activities. Older pupils master new concepts and solve problems confidently. Teachers carefully revisit ideas to strengthen pupils' mathematical fluency and support any gaps in their knowledge. Pupils learn with enthusiasm and build on what they already know.

Pupils have consistently positive attitudes towards learning. As a result, learning is rarely disturbed. Leaders provide a range of support for pupils who need extra help to understand and manage their emotions.

Leaders place pupils' wider development at the heart of what they do. Pupils benefit highly from the opportunities leaders provide, such as the wealth of extracurricular activities. Pupils view the residential trips in Year 4 and Year 6 as a school highlight. They enjoy taking part in debates with other schools. Pupils show respect for differences, celebrating all faiths and cultures. They learn about the wider world beyond the school locality.

Leaders are mindful of staff workload and well-being when making improvements to the school. Governors and trust leaders share the same aspirational vision for all pupils. They know the school well enough to provide effective support and challenge to senior leaders.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders promote a strong safeguarding culture. They check that their actions keep pupils safe. Record-keeping is thorough and detailed. Staff know how to report any concerns because leaders provide comprehensive, up-to-date training. Leaders monitor concerns regularly and know their pupils and families well. Leaders work with external agencies to secure the support that vulnerable families need. Leaders carry out all necessary checks to ensure that staff are safe to work with children.

Pupils are taught how to keep safe when online. They understand the importance of keeping personal information private and how to use social media safely.

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

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

- In some subjects, leaders have not precisely identified the essential knowledge and vocabulary they want pupils to know and remember. This means that pupils do not build knowledge as well as they could. In these subjects, leaders should clearly identify the essential knowledge and vocabulary pupils must learn so that they build knowledge securely over time.

## **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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in June 2013.

## **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.

## **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>	137191
<b>Local authority</b>	Swindon
<b>Inspection number</b>	10240906
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	489
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Pauline Miller
<b>Headteacher</b>	Lisa Mayes
<b>Website</b>	<a href="http://www.lethbridgeprimary.co.uk">www.lethbridgeprimary.co.uk</a>
<b>Date of previous inspection</b>	17 May 2017, under section 8 of the Education Act 2005

## Information about this school

- The school is a part of The Blue Kite Trust, a multi-academy trust.
- The school does not use any alternative provision.
- A private company runs the school's before- and after-school club.

## Information about this inspection

- This was the first routine inspection the school had received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in his evaluation of the school.
- The inspector held discussions with the headteacher, other leaders (including those responsible for safeguarding) and members of staff. The inspector spoke with pupils about their work and their school. The inspector met with members of the governing body, the chair of The Blue Kite Trust board and the chief executive officer of The Blue Kite Trust.
- The inspector carried out deep dives in early reading, mathematics and history. The inspector held discussions with teachers, pupils and subject leaders. He visited a

sample of lessons and reviewed pupils' work. The inspector listened to pupils reading to a familiar adult.

- The inspector reviewed a range of documentation about safeguarding, including employment checks and the school's single central record. He spoke with staff about the school's procedures and systems for safeguarding pupils. The inspector discussed with pupils how the school teaches them how to keep safe, including when on the internet.
- The inspector observed pupils' behaviour in the classrooms and at social times.
- The inspector met formally with groups of pupils and spoke to others informally throughout the inspection.
- The inspector considered responses to the online survey, Ofsted Parent View, and spoke to parents at the school gate. He took account of the responses to the staff and pupil survey.

### **Inspection team**

Richard Lucas, lead inspector

Ofsted Inspector

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