

Inspection of Lyngford Park Primary School

Bircham Road, Taunton, Somerset TA2 8EX

Inspection dates: 20 and 21 June 2023

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	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Pupils are happy and proud to attend Lyngford Park Primary School. The school's motto, 'Believe. Achieve. Be Proud', encourages them to aim high in all that they do. Leaders are ambitious for all pupils. They believe that there are no limits to what pupils can achieve.

The school is inclusive and welcoming. Pupils learn about the diverse nature of their community and beyond. Parents and carers value the wide range of activities available for their children. The curriculum is enriched with visits and visitors, which enhance children's experiences.

Pupils' behaviour is now a strength of the school. This is a result of staff's high expectations. Pupils are respectful and polite. They enjoy their learning and work well in lessons. Poor behaviour rarely disrupts pupils' learning. On the few occasions when bullying occurs, pupils are confident that staff will deal with it.

Most pupils attend school regularly. However, some are frequently absent from school. Consequently, they fall behind with their learning.

Pupils talk confidently about the school's values and how all achievements are celebrated. Pupils say that there is always someone they can go to if they have a concern. They feel safe in school.

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

Leaders have designed a curriculum which takes account of the needs of all pupils. In most subjects, leaders have carefully considered what they want pupils to know, do and remember. However, in some subjects, such as science and mathematics, leaders have not identified the essential knowledge they want pupils to learn. They have not broken the curriculum down into the necessary small steps to support pupils' learning. As a result, pupils do not always learn effectively.

Teachers explain new learning clearly and check pupils' understanding effectively. This helps pupils to build secure knowledge over time. However, there are occasions when teachers' subject knowledge needs strengthening. When this is the case, pupils struggle to understand new learning.

Reading is a priority. Children begin to develop their phonic knowledge as soon as they start school. The books that pupils read enable them to practise the sounds they know. Teachers read to pupils to help them to develop a love of reading. Pupils value the wide range of books available to them. They enjoy reading. If pupils struggle or fall behind with their reading, high-quality support helps them to catch up.

The support for pupils with special educational needs and/or disabilities (SEND) provision is effective. Pupils' needs are clearly identified. The individual plans of

pupils with SEND are precise and reviewed regularly. Leaders work well with external agencies and ensure that families are involved in planning to meet pupils' needs.

Leaders have planned an ambitious personal, social and health education curriculum. They work closely with community leaders so that pupils learn about risks they may face in society. Pupils understand how to deal with the pressures which they may face as they get older. For example, they can explain the risks of drugs, alcohol and vaping.

The development of pupils' character, their resilience and determination is a strength of the school. Children in early years talk confidently about how to overcome setbacks and build resilience. Pupils respect the views and beliefs of others. Pupils learn to be active citizens. Some take on leadership roles, such as reading buddies to younger children. Leaders give frequent opportunities for pupils to express their views and be involved in key decisions. For example, they voted on a recent change to the school motto.

The trust and school leaders have improved the school environment. Pupils play together well in the new playgrounds and sports areas. Pupils participate in clubs, such as football, netball and choir.

Children settle quickly into the nursery and early years classes. They soon learn the school's routines. Staff know children well and are attentive to their needs. They model language accurately and encourage children to talk about their learning and feelings. The children work and play well together.

All staff are proud to work at the school. They share leaders' high aspirations for all pupils. They feel well supported by senior leaders and value the training they receive from leaders and the trust. Staff, including those who are new to teaching, appreciate leaders' consideration for their workload.

Governors, including those from the trust, know the school well. They provide high-quality support and challenge to the school.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding in the school. Governors and trust leaders ensure that school leaders undertake the necessary recruitment and safeguarding checks on staff. Records of the checks are maintained well and routinely monitored.

Leaders ensure that all staff receive up-to-date safeguarding training. Staff know the families and pupils well. This helps them to identify concerns swiftly, which are immediately reported. Leaders ensure that pupils and their families receive the help they need.

Pupils know how to keep themselves safe in school, in the community and when using the internet.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some curriculum subjects, leaders have not clearly identified the essential knowledge and skills they want pupils to know and remember. As a result, pupils do not learn as well as they could. Leaders must ensure that they identify essential knowledge across the whole curriculum.
- Some pupils do not attend school regularly. Consequently, these pupils fall behind with their learning. Leaders must continue to work with parents and carers to improve the attendance of these pupils so they learn more effectively.

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

Unique reference number	148001
Local authority	Somerset
Inspection number	10268696
Type of school	Primary
School category	Academy converter
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	267
Appropriate authority	Board of trustees
Chair of trust	Jade Renville
Headteacher	Nick Arnold
Website	www.lyngfordparkprimary.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- Lyngford Park Primary School is part of the Richard Huish Trust.
- The school is of larger than average size. Pupils are organised into 10 classes.
- There is provision for two-year olds.
- There is provision for childcare before and after school.
- The school uses off-site registered alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspectors carried out deep dives in early reading, mathematics, physical education and science. For each deep dive, the inspectors discussed the

curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work.

- The lead inspector spoke with the headteacher, senior leaders, the local governing body, a representative of the trust board and the chief executive officer.
- The lead inspector listened to pupils in Years 1, 2, 3, read to an adult. Pupils in Year 3 and Year 4 read to the lead inspector.
- The school's provision for SEND was evaluated. This included visiting lessons and sampling pupils' personal learning plans.
- Pupils behaviour was observed at various times of the day, including visiting lessons, around school and at lunchtime. The inspectors spoke to pupils about their views of the school.
- The lead inspector met with the designated safeguarding lead and scrutinised the school's single central record.
- The views of parents were considered through responses to Ofsted's online survey, Ofsted Parent View. The lead inspector also considered the views of staff expressed in their responses to Ofsted's online survey.

Inspection team

Claire Baillie, lead inspector	Ofsted Inspector
Jane Dhillon	Ofsted Inspector
Adam Matthews	Ofsted Inspector

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