

Inspection of a good school: Lyne and Longcross C of E Aided Primary School

Lyne Lane, Lyne, Chertsey, Surrey KT16 0AJ

Inspection dates:

28 and 29 February 2024

Outcome

Lyne and Longcross C of E Aided Primary School continues to be a good school.

What is it like to attend this school?

Pupils and parents like the small 'village feel' of the school. The school is inclusive and ensures that all families are made to feel welcome within the school community. Staff in Nursery help children to settle in and begin building their confidence right from the start. Pupils in different year groups can get to know and support each other through the school's 'buddy' system. Pupils are friendly and welcoming. They told the inspector that if anyone new came to their school, everyone would want to be their friend. Pupils are confident in expressing their thoughts and feelings. They know they can talk to staff or use the 'talking trees' in their classrooms if they have a worry.

The school has high expectations for all pupils' achievement. Pupils enjoy their learning and work hard to live up to the school's high expectations. As a result, most pupils achieve well. The achievement of a small number of pupils is not as strong as it could be, because not every pupil receives consistently effective support in reading.

The school has an active 'junior leadership team'. Pupils enjoy the trips and enriching experiences the school provides. The school thinks carefully about how to provide increased opportunities for independence as pupils get older. For example, younger pupils enjoy the shorter overnight and residential trips, while Year 6 undertakes a longer stay, further from home.

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

Since the headteacher's appointment in 2019, the school has worked to redevelop its curriculum to ensure it is broad, ambitious and logically sequenced. Staff have been well supported to develop their own expertise and understanding in the subjects they lead. An ongoing programme of professional development for teachers is supporting them to become increasingly expert across the subjects that they teach. As a result, in most subjects, teachers explain learning clearly to pupils and most pupils achieve well.

As the school has implemented the new curriculum, it has identified areas needing further refinement to ensure that the curriculum is having the intended impact. For example, in some subjects the school has planned too much content, and this makes it more challenging for teachers to focus on the core knowledge that pupils need to learn to make progress through the curriculum. The school is aware of this and work to refine curriculum design is rightly ongoing. Across subject areas, the school has considered how the curriculum for early years prepares children for Year 1 and beyond. However, the school recognises that the precision of the curriculum in early years could be sharpened to ensure that all children develop the knowledge, skills and learning behaviours that will support them to be successful as they move into Year 1 and then through the school.

In September 2021, the school introduced a new approach to teaching phonics and early reading and staff have been trained appropriately. Staff, therefore, have expertise in the teaching of reading. Most pupils who fall behind in reading are supported to catch up through effective additional help. However, a small number of pupils, including some pupils with special educational needs and/or disabilities (SEND), are not receiving the same carefully tailored catch-up programme, nor are they getting frequent enough opportunities to practise reading and re-reading books that match the sounds they have learned. These pupils are not catching up as rapidly as they could, therefore.

Teachers check pupils' learning accurately in reading and mathematics. In these subjects, this process is used to check pupils' understanding, to identify and correct misunderstandings and to inform next steps in teaching. In other subjects, the school is still refining its approach.

Pupils of all ages work hard to demonstrate the school's values of courage, faith and respect. Behaviour in classrooms and at breaktimes and lunchtimes is safe and calm. The school recognises that some pupils would benefit from more support to resolve friendship difficulties. The school has recently rewritten its behaviour policy to address this and has additional plans to further support some pupils at breaktimes and lunchtimes. The school maintains a strong focus on attendance and punctuality, working closely with families who need any additional support.

Pupils' personal development is considered carefully. The school's Christian character is central. Pupils have ongoing opportunities to reflect on their own beliefs and values. Pupils learn about the beliefs of others and learn to value difference. Through the school's curriculum for personal, social and health education (PSHE), pupils learn how to live healthy and positive lives. The school works very closely with families to deliver appropriate relationships and sex education (RSE) to pupils.

Those responsible for governance have a very clear vision for the school and work closely with leaders to ensure that the education the school provides is having a positive impact on pupils. Staff, and leaders at all levels, feel well supported in their roles.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- A small number of pupils who have fallen behind in reading, including some pupils with SEND, do not receive fully effective support to catch up. While these pupils are carefully supported in class with their reading, they require more opportunities to plug gaps in their knowledge and understanding of the alphabetic code, and more opportunities to apply their knowledge to reading decodable books. The school should ensure that these pupils receive even sharper catch-up support, and more opportunities to practise their reading.
- In some subjects, the sequencing of some knowledge lacks clarity. As a result, learning lacks depth and pupils are not given enough opportunities to revisit and secure core knowledge. The school needs to refine the curriculum so that there is a common understanding in all subjects about the core knowledge that pupils need to learn and remember at each stage to make progress through the school's curriculum.

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 first ungraded inspection since we judged the school to be good in June 18.

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' is used to mean pupils with SEND; pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local

authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	125137
Local authority	Surrey
Inspection number	10296301
Type of school	Primary
School category	Voluntary aided
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	206
Appropriate authority	The governing body
Chair	Elizabeth Wayland
Headteacher	Christopher Haxell
Website	www.lyneschool.com
Dates of previous inspection	5 and 6 June 2018, under section 5 of the Education Act 2005

Information about this school

- The headteacher was appointed in September 2019.
- The chair of governors was appointed in May 2022.
- The school operates a Nursery with provision for two-year-olds.
- The school uses no alternative provision.
- The school is a voluntary-aided Church of England school. The school's most recent Statutory Inspection of Anglican and Methodist Schools was in February 2020.

Information about this inspection

Inspections are a point-in-time judgement about the quality of a school's education provision.

- 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 the school and has taken that into account in her evaluation of the school.

- The inspector met with the headteacher and the leadership team. The inspector met with representatives of the school's governing board, including the chair of governors, and spoke to a representative of the local authority and of the diocese.
- The inspector carried out deep dives in these subjects: early reading, mathematics and geography. For each deep dive, the inspector held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Early years was included within all deep dives.
- The inspector considered pupils' behaviour and attitudes throughout the inspection and discussed the school's analysis of pupils' behaviour and attendance with leaders.
- The inspector considered personal development through all deep dives. She met with leaders to discuss pupils' wider development, including the curriculum for PSHE and RSE.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

Inspection team

Alice Roberts, lead inspector

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024