

Inspection of a good school: Lordswood School

Lordswood Lane, Chatham, Kent ME5 8NN

Inspection dates:

26 and 27 March 2024

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might be outstanding if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

The headteacher of this school is Jayne Lusinski. This school is part of the Griffin Schools Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Anne Powell, and overseen by a board of trustees, chaired by Mike McCreedy. There is also an executive headteacher, Janey Denton, who is responsible for this school and two others.

What is it like to attend this school?

Pupils are very happy to attend this welcoming, inclusive and exceptional school. They live up to the high expectations, which permeate every aspect of school life. Pupils thrive, both academically and socially, including disadvantaged pupils and those with special education needs and/or disabilities (SEND). Pupils love school, feel very safe and thoroughly enjoy learning. Pupils' well-being is given the highest priority.

The school very successfully promotes the trust's values of 'proud traditions', 'wide horizons' and 'high achievement' that inspire pupils to be ambitious and aspirational. The school is committed to delivering high-quality experiences for pupils. Pupils receive an excellent standard of education and achieve particularly highly in reading.

Pupils are proud to be part of the school community. They want to learn and they develop a thirst for knowledge. Pupils' behaviour and their attitudes to learning are exemplary. They conduct themselves exceptionally well in lessons, around the school and in the playground. They are respectful and kind and always willing to help each other out. There is an extremely calm, purposeful atmosphere throughout the school. Reflecting the views of many, one parent commented, 'There is a lovely atmosphere around the school, full of enthusiasm and the busyness of learning when you visit.'

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

The curriculum is highly ambitious, rich and vibrant and engages the interest of all pupils exceptionally well. The school is very clear about what pupils must know, remember and be able to do. Staff work extremely hard to ensure that pupils who start at the school other than at the usual times are quickly immersed in and benefit from the curriculum. Pupils, including disadvantaged pupils and those with SEND, achieve highly across the curriculum. Staff ensure that children's start to school life is a very positive, nurturing experience. Parents appreciate this culture with one commenting, 'My daughter attends Nursery, where she independently walks through the door with a smile on her face.'

In the early years, there is a very successful focus on children's speech, language and communication development. The extremely well-resourced classrooms and inspiring areas inside and outside encourage the development of early reading and number skills effectively. This ensures that pupils are ready to continue learning in Year 1. Learning is carefully sequenced and linked across the curriculum. Pupils are secure in subject-specific knowledge and skills. They access more complex concepts and make connections across their learning with great confidence. The school identifies the needs of pupils accurately so that pupils are challenged and supported appropriately. Highly skilled staff check pupils' understanding using the information they gather to identify any misconceptions and address them. Exceedingly effective adaptations, resources and skilled staff ensure that pupils with SEND have access to the full curriculum and equal opportunities to learn.

Reading has high priority across the school. There is a sharp focus on the teaching of early reading. Phonics skills are taught very successfully from Nursery through a consistent approach and a well-structured programme. As soon as children start in the early years, they are encouraged to enjoy stories, rhymes and songs. Pupils are very well supported to become fluent and confident readers who develop a strong love of reading for pleasure. This includes pupils who join the school at different times of the year and pupils who require additional support to catch up. Adults read aloud regularly in all classes and introduce pupils to a wide range of high-quality, challenging texts that support learning across the curriculum.

There is a relentless drive to ensure that all pupils have opportunities to broaden their experiences beyond their immediate environment and culture. The provision for pupils' wider development is outstanding. It includes a vast range of clubs, visits and visitors to the school. There is an exciting and diverse range of extra-curricular activities, including opportunities in the arts and sports. The school has won many national and local awards for its excellence in these areas. Pupils get involved in the local community and learn about citizenship, diversity and responsibility. Pupils' excellent personal skills as well as their academic achievements mean that they are exceedingly well prepared for the future.

Staff, including those new to their careers, are proud to work at the school, they feel highly valued and they are supported. They appreciate the consideration of their workload and well-being. There is a strong culture of mutual support and teamwork within the school and the trust. Trust leaders and governors share and drive the school's vision to make a positive difference to pupils' lives and ensure that all the statutory requirements are carried out.

Safeguarding

The arrangements for safeguarding are effective.

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 January 2019.

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	140186
Local authority	Medway
Inspection number	10321983
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	409
Appropriate authority	Board of trustees
Chair of trust	Mike McCreedy
CEO of the trust	Anne Powell
Headteacher	Jayne Lusinski
Website	www.lordswood-gst.org
Dates of previous inspection	15 and 16 January 2019, under section 5 of the Education Act 2005

Information about this school

- The school is part of the Griffin Schools Trust.
- The school does not currently use any alternative provision.

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 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 this evaluation of the school.
- The inspector met with the headteacher, the executive headteacher, subject leaders and many staff.
- The inspector met with the chief executive officer, a member of the trust's school improvement team and members of the local governing board, including the chair.

- The inspector carried out deep dives in these subjects: early reading, history and mathematics. 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.
- The inspector also looked at curriculum information for a range of other subjects.
- The inspector reviewed a range of documents, including the school's own evaluation of its effectiveness, priorities for improvement, external reviews and information relating to behaviour, attendance and SEND.
- The views of staff and pupils were gathered through both formal and informal discussions.
- 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

Margaret Coussins, 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