

Inspection of Lyde Green Primary School

Willowherb Road, Emersons Green, Bristol, South Gloucestershire BS16 7LH

Inspection dates: 5 and 6 June 2024

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
---------------------------	------

The headteacher of this school is Wendy Westwood. This school is part of the Castle School Education Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, William Roberts, and overseen by a board of trustees, chaired by Simon MacSorley.

What is it like to attend this school?

The values that are captured in the 'Lyde Green pledge' underpin everything that happens at the school. Pupils talk confidently about how the pledge encourages them to be tolerant of others, have the confidence to try new things and provide everyone with a 'warm welcome'.

Pupils understand how the school rules help them to learn and set a positive example to others. This starts in the early years where children listen carefully and follow the established routines well. Across the school, pupils are polite and well-mannered. Despite this, some parents raised concerns about pupils' behaviour. Inspectors saw effective systems in place to manage behaviour and most pupils behaving well during this inspection.

Pupils feel safe. They enjoy positive relationships with staff. Pupils trust adults to listen and help them with any worries or concerns they may have.

Pupils enjoy a range of clubs and opportunities on offer to them, such as football, choir and learning in an outdoor environment. They take pride in their roles as head of house, reading buddies and assembly monitors. Pupils say that these roles make them feel responsible and enable them to help others.

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

The school has a clear vision for what all pupils can achieve. An ambitious and inclusive curriculum has been designed well. In mathematics, for example, the curriculum makes clear the important content and vocabulary that pupils need to learn and when. The school's 'I do', 'we do', 'you do' approach supports pupils to build their mathematical understanding. Children in the Reception Year talk confidently about number patterns. Older pupils use their previous knowledge of number well when converting measures.

The school, with the support of the trust, was quick to analyse why recent outcomes for pupils in phonics were not as strong as expected. It has implemented a robust monitoring programme to ensure that teachers deliver the agreed approach effectively. The impact of this is clear. In the early years, children learn and remember new sounds well. If pupils fall behind, they receive the support they need to catch up quickly. As pupils move through the school, they read with increasing fluency and accuracy.

Pupils learn well in most wider curriculum subjects. In physical education (PE), for example, teachers use their knowledge of the subject well to present new information clearly. They make effective checks to find out what pupils remember and use this information to adapt learning. This helps pupils build their knowledge well over time. Children in the Reception Year confidently develop their understanding of space. Older pupils use their previous knowledge of throwing and

catching when playing a game of rounders. However, there are other subject areas where staff's subject and pedagogical knowledge is less secure. Assessment information is not used well enough to check on what pupils know or to inform future learning. This prevents pupils from building a depth of knowledge through the curriculum.

The school knows the needs of pupils with special educational needs and/or disabilities (SEND) well. It works closely with a range of agencies to ensure that these pupils get the right support. As a result, most pupils with SEND overcome any barriers to learning and progress well through the curriculum. Pupils who attend the specially resourced provision thrive. Staff skilfully develop pupils' social and language skills. For example, some older pupils talk confidently about the skills they need to throw and catch a ball.

Pupils enjoy their learning. They move around the school in a calm and orderly manner. Pupils enjoy the range of activities on offer to them during social times. Most pupils attend well. The school works closely with parents of pupils whose attendance is a concern. Despite this, systems to monitor pupil absence are not yet used well enough. They do not enable the school to fully understand whether the strategies to improve the attendance of some groups of pupils are effective.

The school promotes pupils' personal development effectively. Pupils understand why fundamental British values, such as democracy and tolerance, are important. They talk with maturity about different relationships and the qualities of a good friend. Pupils develop their character by leading projects to keep the school grounds free from litter. Pupils are well prepared for life in modern Britain.

Trustees and members of the local community council know the school well. They fulfil their statutory duties effectively. Staff value the support they receive from the trust, which helps them to improve their practice.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some teachers do not yet have the necessary subject and pedagogical knowledge they need to teach their subjects well. Assessment is not used consistently well to check pupils' learning and then to adapt learning. Pupils find it difficult to remember their learning and have gaps in their knowledge because of this. The trust needs to ensure that the curriculum is delivered effectively to help pupils know more and remember more across all subjects.
- The school does not yet have a clear oversight of the impact of its work to improve pupils' attendance. This means that it cannot assure itself that the most

effective actions are in place for those pupils who do not attend often enough. The trust needs to ensure that there is a strong and shared understanding of the patterns and trends in absence so that attendance improves.

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 special educational needs and/or disabilities (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	141513
Local authority	South Gloucestershire
Inspection number	10315620
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	490
Appropriate authority	Board of trustees
Chair of trust	Simon MacSorley
CEO of the trust	William Roberts
Headteacher	Wendy Westwood
Website	www.lydegreen.org.uk
Dates of previous inspection	4 and 5 July 2018, under section 5 of the Education Act 2005

Information about this school

- The headteacher has been in post since April 2023.
- The number of pupils on roll has increased significantly since the last inspection where the school had pupils in Reception, Year 1 and Year 2 only.
- There have been staffing and senior leadership changes since the last inspection.
- There have been changes to the structure of the local governing body since the last inspection.
- The school has a specially resourced provision, known as the Access Centre, for pupils with Autistic Spectrum Conditions from the Reception Year to Year 2.
- There is a before- and after-school club managed by the governing body.
- The school does not use any alternative providers.

Information about this inspection

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

- 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. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, subject leaders, the special educational needs coordinator, staff and pupils.
- The lead inspector met with the director of primaries, the vice-chair of trustees, the chief executive officer and representatives from the local community council.
- Inspectors carried out deep dives in the following subjects: reading, mathematics PE and history. For each deep dive, the inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, looked at samples of pupils' work and spoke to pupils about their learning.
- Inspectors spoke to leaders about the curriculum in some other subjects.
- The lead inspector listened to pupils in Years 1, 2 and 3 read to an adult.
- To evaluate the effectiveness of safeguarding, inspectors: 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.
- Inspectors observed pupils' behaviour in lessons and around the school site. Additionally, the inspectors spoke to pupils to discuss their views about the school.
- Inspectors considered the responses to the online survey, Ofsted Parent View. They also took into consideration the staff and pupil surveys.

Inspection team

Ben Jordan, lead inspector

His Majesty's Inspector

Frances Bywater

His Majesty's Inspector

David New

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 children looked after, 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