

Alexandra House
33 Kingsway
London
WC2B 6SE

T 08456 404045
F 020 7421 6855
enquiries@Ofsted.gov.uk
www.ofsted.gov.uk



18 March 2008

Ms J Larter
Headteacher
Lympsham C of E First School
Rectory Way
Lympsham
Somerset
BS24 OEW

Dear Ms Larter

Ofsted survey inspection programme – Evaluation of the Primary and Secondary National Strategies

Thank you for your hospitality and co-operation, and that of your staff, during my visit on 08 February 2008 to look at work in the Primary National Strategy.

As outlined in my initial letter, as well as looking at key areas of the National Strategy, the visit had a particular focus on the impact of intervention strategies.

The visit provided valuable information which will contribute to our national evaluation and reporting. Published reports are likely to list the names of the contributing institutions, but individual institutions will not be identified in the main text. All feedback letters will be published on the Ofsted website at the end of each half-term.

The evidence used to inform the judgements made included: interviews with staff and pupils, scrutiny of relevant documentation, analysis of pupils' work and observation of six lessons.

The overall effectiveness of the National Strategy was judged to be good.

Achievement and standards

Pupils' achievement is good. The impact of intervention strategies on pupils' achievement and on their personal development is also good.

- Standards in English have improved and are above average overall.
- Teachers know their pupils well, make prompt and accurate assessments and effectively implement intervention strategies.
- The National Strategies help to raise standards and to develop pupils' independence as learners.

Quality of teaching and learning in English

The quality of teaching and learning is good with some very good features. The impact of intervention strategies on teaching and learning is good.

- Approaches to teaching are consistent across the school.
- Intervention within whole class teaching is carefully planned and incorporates clear learning objectives.
- Pupil grouping is planned carefully and the withdrawal of pupils for additional support is managed well.
- Pupils' work is well organised and presented to a high standard.
- The quality of marking and feedback from teachers to pupils is good, supported by encouraging comments and, usually, key points for improvement.

Quality of curriculum

The quality of the curriculum is good. The impact of intervention strategies in the curriculum is also good.

- Pupils enjoy their English lessons. The scheme of work provides a secure structure for planning and teaching. There is good liaison with middle schools through the local cluster arrangements.
- The curriculum responds well to pupils' needs and intervention strategies are implemented sensitively.
- Parental involvement is strong. Parents report very positively on the training sessions provided for them on reading, assessment and homework.
- Lessons draw on a range of intervention strategies from the National Strategy and the social and emotional learning programme (SEAL) which has helped address behaviour issues identified in the previous Ofsted report.

Leadership and management

Leadership and management in English are good. The effectiveness of the leadership and management of intervention strategies is also good.

- The headteacher and English coordinator provide strong leadership, focused on raising achievement. Resources are well managed and staff are well trained.
- The tracking of pupils' progress is good. Their needs are identified early and appropriate strategies are promptly put in place.
- Governors demonstrate high commitment to raising standards and monitor the school's special educational needs strategy.

Intervention strategies

The impact of intervention strategies overall is good.

- The school strategy on intervention responds well to the needs of its pupils. The impact of the strategy is good, leading to raised aspirations and improved confidence and achievement for pupils.
- The school uses an appropriate and wide range of interventions, drawn both from the National Strategy and other schemes.
- The range of interventions include whole class differentiation, small group in-class support, specifically focused programmes and one to one interventions for those with specific needs.
- Intervention lessons are well taught by learning support assistants who work very closely with the class teacher and demonstrate good and relevant subject knowledge. They are skilled in motivating their pupils.

Inclusion

The impact of intervention strategies on inclusion is good.

- The school is inclusive. All pupils are valued and the responsibility for their progress is shared by all staff.
- The focus on high achievement for all permeates the school's policies and practice.
- The progress of most pupils, whatever their starting points, is good.

Areas for improvement, which we discussed, included:

- collating evidence of the impact of intervention strategies systematically as part of the regular review of pupils' achievement and progress.

I hope these observations are useful as you continue to develop English and intervention strategies in the school.

As I explained in my previous letter, a copy of this letter will be sent to your local authority and will be published on Ofsted's website. It will also be available to the team for your next institutional inspection.

Yours sincerely

Mary Ryan
Her Majesty's Inspector