

Lypiatt Primary School

Inspection report

Unique Reference Number	126185
Local Authority	Wiltshire
Inspection number	328461
Inspection date	25 March 2009
Reporting inspector	Kevin Hodge

This inspection of the school was carried out under section 5 of the Education Act 2005.

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	10
Government funded early education provision for children aged 3 to the end of the EYFS	5
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	John Wyatt
Headteacher	Dilys Jones
Date of previous school inspection	2 November 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Services Cotswold Centre Lypiatt Road Corsham SN13 9TU
Telephone number	01225 810537
Fax number	01225 810537

Age group	4–11
Inspection date	25 March 2009
Inspection number	328461

© Crown copyright 2009

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Lypiatt Primary is a very small school, situated within an Army base called the Services Cotswold Centre. It is the only primary school in the country serving armed forces families needing temporary accommodation following separation, bereavement, discharge from the services or other welfare reasons. The majority of pupils are entitled to free school meals. Pupils transfer from a large number of schools, usually from Germany, Cyprus and other countries.

Children stay at the school for short periods ranging from one or two weeks to three months until their families find alternative accommodation. This means there is a constant turnover of pupils joining and leaving the two mixed-age classes and Nursery class. Currently there are few pupils on roll and none of the children currently attending have been there for longer than five weeks. The school provides for the Early Years Foundation Stage, with three children aged three and four currently taught separately for mornings only in the Early Years Centre. This no longer caters for children from birth, but admits nursery grant age children. This centre recently closed, leaving spare accommodation for the use of the school. Two children who are four and five attend in the afternoon and are taught in the Year 1 and 2 class. There are two older children taught in the remaining class. Attainment on entry to the school varies widely, but is generally below average. Most pupils have significant and varying emotional needs and often have learning difficulties. The school occasionally receives pupils who speak English as an additional language but there is none presently attending.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Lypiatt Primary is a good school. It has some outstanding features particularly in the way it cares brilliantly for its pupils so their personal development reaches a very high standard. Parents are universal in their praise. One comment, 'My child loves the school so much that when I leave I wish I could take the school with us', was typical, and echoed a comment from a pupil at the last inspection.

Pupils make good progress in improving their academic skills because the school successfully helps them become settled, confident and develop excellent attitudes to learning. Pupils are receptive to the typically good teaching that successfully pitches activities at just the right level. Most basic skills are taught carefully and systematically. As a result, pupils reach broadly average standards in their current work. Although the abilities of children vary considerably when they join, they achieve well in the short time they attend. Pupils' information and communication technology skills develop more slowly (ICT) as they are not incorporated sufficiently in day-to-day activities to extend pupils' skills or broaden their horizons through safe internet links. The very small number of children taught in the Early Years Foundation Stage make good progress in gaining basic skills, and their welfare needs are catered for extremely well.

Underpinning much of the success of the school is the way staff, the headteacher and governors work together effectively. They react adeptly to sudden changes caused by new arrivals or departure of pupils. This is particularly true of the way learning is planned to be fun, to account for mixed ages and abilities of pupils and to reflect the good flexible curriculum. This motivates pupils and enables them to feel they have achieved much in a short time. As one said, 'The work is really interesting and I really enjoy it'.

The pupils learn about their 'new' local community and those further away, but their knowledge of the many backgrounds of people found in the United Kingdom is not well developed. However, the excellent care, guidance and support provided, often aided by good links with health visitors, police and mediation services, really help pupils' development. This has the effect of making pupils feel they are ready to face the next stage in their lives with greater confidence. Given improvements to the quality of teaching and pupils' personal development, the school has a good capacity to improve further.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children enjoy their time both in the mornings in the Early Years Centre and in the afternoons in the Year 1 and 2 class. In the short time children are at school, they achieve well. They often reach average levels, but this varies. There are exciting things for children to do. For example, they carefully construct simple shapes from wooden bricks, and improve their counting and speaking when discussing how to get juice from their oranges at snack time. Children behave very well and they willingly share resources, despite some of them being new to school. Skilled teaching, aided by teaching assistants, ensures that children often make good progress.

Occasionally teachers do not ask enough open-ended questions to extend their learning. Staff are effective at assessing children's individual needs and in turn provide excellent welfare care which helps settle new arrivals and develop their confidence in a short time. Children have access to good outdoor resources for learning and use it regularly. Leadership and management

are good and the school establishes links with parents very quickly so children have the best start they can.

What the school should do to improve further

- Give pupils in Years 1 to 6 more opportunities to use ICT to improve their skills and help them make links with other schools through the internet.
- Strengthen opportunities to develop pupils' understanding of the different cultures and communities found in Britain today.

Achievement and standards

Grade: 2

Pupils achieve well during their short time at the school and make good progress in almost all areas of learning. Progress in English, mathematics and science is generally good, aided by small class sizes. Only one or two pupils normally sit national tests, making national comparisons and target setting difficult. For example, statutory targets are not in place for next year as there are currently no Year 5 pupils in school. Therefore, the school bases its approach in measuring pupils' progress and skill development on short-term targets. The school's checks indicate that pupils meet these challenge term targets and currently reach broadly average standards. Pupils across the school do not achieve quite as well in ICT as they do not use their skills often enough. Those with learning difficulties and/or disabilities achieve well because the school knows their needs and support them well.

Personal development and well-being

Grade: 1

Excellent care promotes high levels of pupils' emotional development and readiness to learn. Good levels of spiritual, social, moral guidance underpins all aspects of school life. As a result, pupils behave exceptionally well, being helpful to each other and to those younger or new to the school. Pupils thoroughly enjoy attending and, with activities such as 'Why Wednesdays' and 'Terrific Tuesdays', it is not hard to see why they enthuse about school. Although few in number, older pupils have a good sense of responsibility and, along with other pupils, regularly help new arrivals to settle in. Visits away from the school, as well as a high number of visitors to the school such as the police, contribute significantly to pupils' overall cultural development. Their awareness of the different cultures that make up modern Britain is too limited, however, although the good curriculum ensures that they have a well-developed understanding of countries further away, such as New Zealand. Pupils have an excellent commitment to eating healthily. They exercise regularly. Some pupils grow vegetables, while others enjoy cooking food for lunch. Pupils say that they feel very safe and that the school helps them feel able to cope. As a result of their good achievement and levels of maturity, they are well prepared for their next school.

Quality of provision

Teaching and learning

Grade: 2

Pupils are happy, confident learners because teachers are adept at modifying work or plans at short notice to meet their needs. They foster excellent relationships, aided by the few pupils in each class. This is a key factor in helping pupils to settle in quickly and really enjoy their

work. Pupils enjoy the close attention they receive in lessons and their learning is sparked into life when teachers devise innovative ways to motivate them. These include having a mock 'Stonehenge' public enquiry and a 'dragon quest' to encourage problem solving. Teachers listen carefully to what pupils say and adapt the lesson accordingly. Through the school, opportunities are sometimes missed to extend pupils' learning by asking more open-ended or probing questions. Pupils benefit greatly from the teacher giving individual feedback about past work and pupils say they like their 'learning ladders' which help them improve. Teaching assistants make a valuable contribution to ensuring that pupils with learning difficulties and/or disabilities are fully included in every lesson.

Curriculum and other activities

Grade: 2

The curriculum makes an outstanding contribution to pupils' high levels of personal development through an effective programme for personal, social and health education. This includes team building activities, archery, problem solving, shelter building and overnight residential stays. Most basic skills are planned for well, and activities are adapted skilfully, often at short notice, to suit the needs of new pupils. ICT skills are not planned for regular use, slowing pupils' progress in this area and hindering possible links beyond the school via use of the internet. Pupils achieve well, often because topics are interesting, do not go on for too long and can be completed before pupils leave. The good range of initiatives such as the occasional 'Terrific Tuesdays', 'Why Wednesdays' and 'Funky Friday' art work taught by staff from a local special school add to the pupils' sense of fun. A small but well planned range of activities such as fitness, computer and 'stay late and play' clubs helps extend pupils' horizons and their levels of physical activity.

Care, guidance and support

Grade: 1

Pupils feel well cared for and really thrive in this nurturing, sensitive environment. There is an excellent level of support for all children, including those with learning difficulties, despite arriving at short notice and with a variety of need. One parent spoke for many by saying, 'My son has come on leaps and bounds; the school have been fantastic with him.' The school works closely with new parents and with local agencies such as Sure Start and a local children's centre to make sure that these pupils are fully included and make good progress. The close-knit staff are committed to promoting pupils' health and safety and all safeguarding procedures meet requirements. Academic support and guidance are excellent. The school keeps a detailed record on the progress of pupils and this gives a clear picture of the improvement being made by individuals so when they leave, their next schools have a clear awareness of their levels. Pupils say they enjoy having 'learning ladders' which help them focus upon the areas they need to improve.

Leadership and management

Grade: 2

Led by an energetic and effective headteacher, all staff and governors are clear in their commitment to provide a high standard of care to promote pupils' personal development while seeking to maintain their academic progress. They set short-term targets for pupils' progress and ensure pupils settle in very quickly and become 'learning friendly'. The school's

self-evaluation is good, although monitoring of teaching sometimes lacks a clear focus on what would improve pupils' learning even more. Good team work from all staff benefits pupils and parents alike as expectations are clear and communication systems good, especially for new arrivals. Governors are challenging and supportive. They regularly hold the school to account for its decisions. Links with parents develop quickly, reflecting the need for pupils to settle in smoothly and one said, 'my child is much happier since arriving here. They are universally praiseworthy of the school's efforts. The school promotes community cohesion well at the local and global level, but not at the national, where pupils' knowledge is less secure. Local community links are particularly strong, aided by a high level of external help from health visitor, nurses and mediation services.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

¹Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

26 March 2009

Dear Pupils

Inspection of Lypiatt Primary School, Corsham SN13 9TU

I am writing to let you know about the findings from the inspection we carried out recently. We really enjoyed visiting you. Your school is good. All of your parents and carers agree with us that your school helps you settle in quickly and you are sad that you only stay for a short time.

Here are some of the things we found out:

- You reach average standards in lots of your work. Well done!
- The youngest children make good progress, particularly in the way they learn how to play and learn together.
- Your behaviour is excellent and you play together really well.
- You really like helping to cook your own lunch and fruit buns, eating sensibly, and you like being active.
- The range of things you get to do is good and we enjoyed looking at the work you do, especially some of your 'Funky Friday' art work
- The school makes sure you are brilliantly cared for. Your 'learning ladders' seem really helpful.
- Your links with the local community are good.
- The teaching is good and teachers really help you to really enjoy lessons with exciting work.

We have asked the school to do a couple of things to help it improve further:

- Give you regular time to use computers for developing your skills and for linking with other schools.
- Help you learn more about people and places in Great Britain today.

You can help your teachers by keeping up your brilliant behaviour and being helpful to your friends, so that new arrivals feel really welcomed, as you did.

Yours faithfully

Kevin Hodge Lead inspector