

# Lydiard Millicent Church of England Voluntary Controlled Primary School

The Butts, Lydiard Millicent, Swindon, SN5 3LR

**Inspection dates** 15–16 October 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils' attainment in national tests at the end of Year 6 in reading, writing and mathematics is higher than the national averages.
- The rate of progress pupils make between Year 2 and Year 6 has improved across the school in all subjects.
- Pupils enjoy reading. They quickly develop their skills to read unfamiliar words when they join school. By the time they leave pupils read with fluency and expression.
- Disabled pupils and those with special educational needs make similar progress to other pupils in the school.
- Pupils' attendance is high.
- The behaviour of the pupils in school is good. They work well together and with the adults in their classes. Systems in the school make sure the pupils are kept safe and that they are well looked after.
- The headteacher, supported by the senior leaders and governors, is determined to improve the quality of teaching and achievement of pupils further.
- Lessons and activities support the social, moral, spiritual and cultural development of pupils very effectively. Pupils care about each other and enjoy working hard.
- The school is very inclusive and does not tolerate discrimination. It works to ensure all pupils have the opportunity to succeed.
- The governing body provides good support to the school but holds senior leaders to account for how well the pupils achieve, especially those who are more vulnerable.

### It is not yet an outstanding school because

- The achievement of children in the Reception class has declined over the last three years. This is particularly so for boys in writing and mathematics.
- Pupils longer-term targets do not always help them know how to improve their mathematical understanding or their skills in writing.

## Information about this inspection

- The inspectors observed 14 lessons and a whole-school assembly that was led by the local vicar.
- Meetings were held with groups of pupils and senior and middle leaders. The lead inspector also held a meeting with members of the governing body and held a telephone conversation with a representative of the local authority.
- The inspectors listened to pupils from Year 2 and Year 6 read. Samples of pupils’ work were scrutinised by an inspector working alongside the deputy headteacher.
- A wide range of documents was examined, including the school’s information on pupils’ recent progress, planning and documentation about checks on teaching. They also looked at records relating to behaviour, attendance and safeguarding arrangements.
- There were 112 responses to the online questionnaire (Parent View) that were taken into account. The views of staff were considered through the 27 staff questionnaires returned to the inspection team.

## Inspection team

David Hogg, Lead inspector

Additional Inspector

Sandra Matthews

Additional Inspector

## Full report

### Information about this school

- The school is a smaller-than-average-sized primary school. All pupils attend full time.
- Most pupils are from a White British background. The proportion of pupils from minority ethnic backgrounds is below the national average. The proportion of pupils who speak English as an additional language is also below that seen nationally.
- The proportion of disabled pupils and those who have special educational needs supported at school action is lower than the national average. The proportion of pupils who are supported through school action plus or with a statement of special educational needs is also lower than that found nationally.
- The proportion of disadvantaged pupils supported by the pupil premium is low compared with that found in most schools. This is funding provided to give extra support to those pupils known to be eligible for free school meals and to children who are looked after.
- The headteacher works with the local authority to provide support to Heddington Church of England Primary School.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

### What does the school need to do to improve further?

- Improve the quality of teaching by ensuring that all pupils know more precisely what they need to improve in their writing skills and mathematical understanding to make their work better.
- Strengthen leadership and management through the development of plans that will ensure that boys make more rapid progress in writing and mathematics in the Early Years Foundation Stage.

## Inspection judgements

### The leadership and management are good

- The senior leaders within school provide good support to the headteacher in her determined drive to improve the quality of teaching and the outcomes for pupils. As a result the rate of progress pupils now make between Year 2 and Year 6 in reading, writing and mathematics has improved. However, the leadership team has not been successful in reversing the decline in the achievement of children in the Reception class over the last few years. Consequently, leadership and management are not yet outstanding.
- Middle leaders have a very clear understanding of their roles. They effectively check the progress all groups of pupils make, including those entitled to additional government funding. All senior leaders regularly review the quality of teaching. Support and further training to develop teaching are provided when necessary. Such assistance has enriched the skills of teachers and teaching assistants, improving their effectiveness in lessons. There is a clear link between salary advancement and promotion for staff and the outcomes for the pupils.
- The subjects taught in the school are broad and balanced. The lessons and tasks are engaging and interest the pupils. When pupils were asked, most subjects were someone's favourite. The teachers work closely together in planning learning activities and aim to provide tasks that challenge the pupils. New technologies are used very effectively to enable pupils to research their work. The technology is also used to allow the teachers to check how well pupils understand what they have learned. They can then identify those who may need additional help in later lessons.
- In addition to classroom-based tasks the school provides a range of opportunities for the pupils to take part in sports and cultural activities to develop other skills. Some of this work has been supported through additional funding specifically for sport. The school has used this money well to improve the skills of teachers who work alongside professional coaches. The funding has also provided greater opportunities for the pupils to participate in a more diverse range of activities including archery, fencing and over the next few weeks, pop lacrosse.
- The social, moral, spiritual and cultural development of the pupils is very well developed. The school encourages pupils to reflect on their own learning and to consider how life and attitudes in the United Kingdom are different to other children around the world. Themed activities such as Kaya drumming or First World War week widen pupils' experiences. The school is welcoming and this is mirrored by the attitudes of the pupils when meeting new people. The inclusive nature of the school ensures that discrimination is not tolerated and all pupils are given an equal opportunity to learn and succeed.
- The school's work is reviewed by the local authority who in turn provide a 'light touch' level of support. Teachers' grading of pupils' work has been checked by advisors and found to be accurate.
- The school has strong links with parents. Regular meetings inform parents of how well their children are progressing. The school website gives parents a clear overview of what is happening in each class on a term-by-term basis.
- The school has robust systems for ensuring pupils are safe and well cared for in school. Safeguarding arrangements meet statutory requirements and are reviewed annually.

#### The governance of the school:

- Governors review the work of the school and provide a good balance of the support they offer and the level of challenge they provide. The governors compare the achievement of pupils in school against that seen nationally. They track the progress of pupils in Key Stages 1 and 2 carefully, especially for those pupils with additional needs or who are from disadvantaged backgrounds. In the past their checking of standards in the Reception class has not been as effective. They now have a clearer understanding of what information to use to further hold the school to account and ensure the necessary improvements take place. The governors are regular visitors to the school and hold meetings with members of the senior and middle leadership teams. This gives them a clear picture of how the quality of teaching is improving and how well lessons promote and sustain good learning. Information about the quality of teaching from the local authority advisor helps the governors check the judgements the headteacher makes. Governors understand how results for pupils are tightly linked to improvements in teachers' salaries and their opportunities for promotion. The financial position of the school is carefully reviewed as is the impact of specific additional resources such as the primary sport funding. Safeguarding and child protection arrangements are checked to make sure they meet statutory requirements and keep pupils safe in school.

## The behaviour and safety of pupils are good

### Behaviour

- The behaviour of pupils is good. When teaching is most effective pupils' engagement and enthusiasm for learning are clear. They are confident and respond to the challenges the adults provide for them. They are also very capable in taking a lead in choosing the level of difficulty they are happy to work at. That said when activities are not as well structured the pupils can be less involved than this in their learning. Pupils themselves point out that a small number of pupils can be silly in lessons at times.
- Pupils move around school very sensibly. They play well together with older pupils involved in the games of younger ones. The school has a system in which pupils from Year 6 befriend children from the Reception class and act as mentors and someone the younger ones can look up to.
- Pupils are very aware of the harm bullying in its different forms causes. They say that although they do fall out they quickly make friends again. Bullying, they say, is not something that happens in school. There are few acts of unkindness that the school has had to deal with. The views of the parents support the pupils' opinion that the school is a good place to learn in.

### Safety

- The school's work to keep pupils safe and secure is good. Pupils have a good understanding of how to keep themselves safe outside school through road safety training organised by the school. They also have an understanding of how to keep safe when using social media games on the internet. They know what could happen if they share too much personal information with strangers.
- There are a small number of pupils who come from non-white heritages in school. They are welcomed and the diversity that they bring is celebrated. Themed activities explore differences in beliefs and traditions. The school recognises an area to develop is to widen the pupils' experiences so they can compare their own opportunities with others within Britain and beyond. To achieve this, the school has well-established links through pen pals with another school in France and one in Gloucestershire.
- Pupils' attendance is good and absence rates are much lower than seen nationally.

## The quality of teaching is good

- The quality of teaching is good overall. As a result, by the end of Year 6, pupils make good progress from their starting points in reading, writing and mathematics.
- Teachers plan lessons that challenge the pupils. The more able are pushed to achieve at the highest levels. Teachers use the information they have on the pupils' achievement to plan effective lessons.
- Marking and feedback are generally used well to help the pupils improve individual pieces of work. Pupils respond to teachers' marking and make the necessary corrections when required. However, teachers do not explain clearly what pupils might do to develop key skills in writing and improve their mathematical understanding.
- Teaching assistants very effectively support pupils with additional needs. Teaching assistants good questioning helps less able develop their skills and consolidate their understanding.
- In lessons pupils and teachers make good use of information and communication technology. Pupils have access to mini tablets, which they use to research work or to practise their skills. For example, they have a range of mathematical applications they can access. In a Year 3 lesson pupils enjoyed experimenting with cup and string telephones before moving on to some very challenging learning about the range of communication devices they may come across. They considered different examples that included wireless, internet-based or land-line linked systems. Pupils then were able to confidently explain some of the benefits and problems of using video calls over the internet.

## The achievement of pupils is good

- The attainment of pupils in the end of Year 2 and Year 6 tests and assessments is at least in line with national averages. For most pupils attainment is above average in reading, writing and mathematics.
- The amount of progress pupils now make is improving rapidly. Slow or steady progress between Key Stages 1 and 2 is no longer seen. Inspection evidence gleaned from reviewing pupils' books and from the information the school holds shows that the progress pupils make in each of the year groups from their individual starting points is now good.
- Pupils read well. Younger pupils learn the sounds letters make (phonics) very quickly and can use this knowledge and blend the sounds together to read unfamiliar words. By the time pupils are in Year 6 they

read fluently with good expression and intonation. Older pupils have favourite authors and can explain why they enjoyed a particular book. Pupils highlighted a book set in Afghanistan as having helped them to understand some of the issues currently besetting that part of the world.

- Pupils who are disabled or have special educational needs make similar progress to other pupils in the school. Through well-targeted support within the classroom and small-group sessions pupils are helped to develop their skills and make good progress from their own individual starting points.
- The proportion of disadvantaged pupils in the school is rising but remains well below the national average. The school uses the additional funding that these pupils receive well. Gaps in their skills and understanding are closing especially in the lower year groups. In 2014 the number of pupils in Year 6 in receipt of additional funding was low so patterns are difficult to identify. The gaps seen in reading and writing had narrowed from the previous year. The gap in reading skills and understanding was over four terms, in writing just over three terms and in mathematics nearly four terms compared to those pupils not in receipt of support. No information is available as yet to make a comparison against the national picture.
- The school is providing greater challenge and support for the more able pupils in school. Targeted teaching is used to challenge them and the proportion of pupils achieving the highest levels at the end of Year 6 in mathematics is rising.
- The small number of pupils speaking English as an additional language or from different non-white heritages have very positive attitudes to learning. Generally they make good progress which is in line with that of other pupils.

### The early years provision

### requires improvement

- Children join the school with skills that are in line with or a little higher than those seen typically at the start of the Reception year. However, the proportion of them achieving a good level of development has declined over the last three years. This is most noticeable with the progress made by boys in the development of writing skills and mathematical understanding. That said the proportion of children achieving a good level of development is still in line with national expectations and they are well prepared to move on to Year 1.
- The school has worked hard to increase the opportunities for the children to be creative. Some of the activities engage the girls more effectively than boys. The school itself has identified this as an issue but has yet to implement the changes needed to help boys to learn more successfully.
- The tasks are interesting. However, the boys tend to choose physical activities and the girls the creative and role-play tasks. Leaders are working to avoid this stereotyping; for example, by planning activities that appeal to boys to encourage them to write more.
- Children's behaviour in lessons is good. Teachers praise the children when they follow the classroom expectations to reinforce how they want the children to behave. The children work well with the staff and the volunteer helpers in the class.
- The teacher and teaching assistants identify the more able children through careful observations. Activities that are led by an adult are then planned so they are not too easy or too difficult. For example, a phonics session challenged those pupils learning the sounds letters make while others who already were able to write words were stretched to write short sentences. Pupils with additional special educational needs are also identified so support can be provided to help them make as much progress as they can.
- Parents are encouraged to be involved with their children's learning. Pupils' work is recorded electronically and parents access this information to see how their children are progressing. Workshops are organised to explain how parents can help their children with reading through learning letter sounds. The school's relationships with parents are very good.
- The children are very well supervised and looked after. Leaders ensure that safeguarding arrangements are robust and that the children are safe at all times.

## What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	126337
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	444064

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	197
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ricahard Coleman
<b>Headteacher</b>	Carol Dougill
<b>Date of previous school inspection</b>	9–10 November 2010
<b>Telephone number</b>	01793 770571
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