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Ms A Cox
The Headteacher
Lyngford Park Primary School
Bircham Road
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Dear Ms Cox

Ofsted monitoring of Grade 3 schools

Thank you for the help which you and your staff gave when I inspected your school on 18 May 2010, for the time you gave to our phone discussions and for the information which you provided before and during my visit. Please thank the governor and the pupils who came to discuss their views of the school.

The school has 40 extra pupils since the last inspection and there has been an increase in the numbers starting and leaving the school at non standard times.

As a result of the inspection on 20 and 21 May 2008, the school was asked to improve:

- pupils' achievements throughout the school, but particularly in reading and writing in Years 1 and 2 and in writing across the school
- raise expectations of what pupils might achieve and plan work that challenges each pupil at their own level to do their best
- build the capacity of staff to use assessment data confidently to set challenging targets for pupils.

Having considered all the evidence, I am of the opinion that at this time the school has made good progress in making improvements and good progress in demonstrating a better capacity for sustained improvement.

Despite the fact that many children enter the school with low skills levels, especially in speaking and listening, the school's data and my observations show that pupils are on track to reach the basic targets set for the school this year. Although the school remains below the national average in pupil attainment scores, in English you are now nearer the expected levels. A good percentage of pupils gained a Level 5 in their reading in 2009. In Year 1 and Year 2, reading is improving due to the better



use of the teaching of letters and sounds. Progress in writing is satisfactory but it remains slower than in reading.

In 2009, attainment in mathematics became a cause for concern. As a result, classroom observations focused on the impact of recent interventions in dealing with this new concern as well as at those identified at the last inspection. The good developments in the staff's use of assessment data have paid dividends. Staff use their stronger analytical skills to help carefully target improvements in mathematics as well as English. Pupils have clear personal goals which have effectively raised their aspirations and they are confident about where to look for help in reaching them. They, for example, refer to the walls of their classrooms where numerous excellent displays help them to use a variety of strategies to tackle mathematics problems and to improve their writing. Pupils in Year 5, in particular, value the highly interactive and creative ideas provided. Teaching is well planned and delivered. There are good group activities and learning objectives for pupils of different abilities in all classes. Monitoring is tight and teachers generally demonstrate good support for the needs of all the groups in their classes.

The local authority gives the school good productive support, including staff training. This has had a positive impact as skilled consultants have ensured teaching assistants are fully aware of what is being attempted in order to improve pupils' progress and raise attainment. As a consequence, good interaction was seen between teaching assistants and younger children learning simple addition and how to tell the time. Teaching, which is always at least satisfactory, is often good and occasionally outstanding. Pupils in Year 6 enjoyed an outstanding experience as they formulated their staging for their end-of-year theatre production. This lesson exemplified the good behaviour in the school and the pupils' high levels of enjoyment and cooperation.

Numerous new initiatives have enthused pupils, including the 'Mathematics Olympics' and the work on outdoor learning, especially for the younger pupils. The new transition plan for children moving up from the Early Years Foundation Stage is good. The gardening club helps pupils of all abilities to find another activity in which they can excel. Overall, the curriculum is being adapted productively to meet pupils' needs. The governing body gives the headteacher and the school good support. It has provided extra funding for more exciting reading books and supports the development of better outdoor learning provision for Year 1. The governing body checks carefully on the progress made by pupils through its members' attachment to particular classes as they go through the school.

You have ensured the school has clear plans for development and have increasingly encouraged middle managers to take more responsibility for the development of their subject areas. You have given good support to those new to the profession and successfully managed the numerous staff changes. The school has a buzz and a very positive atmosphere that makes pupils believe in themselves. This indicates that both staff and pupils show a good capacity to improve further, especially as some of

the longer term initiatives, such as the teaching of letters and sounds to improve attainment in writing, build towards better results over time.

I hope that you have found the visit helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Mo Roberts
Her Majesty's Inspector