

Inspection of Lyminster Primary School

Wick Street, Littlehampton, West Sussex BN17 7JZ

Inspection dates: 11–12 September 2019

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Overall effectiveness at previous inspection Requires improvement

What is it like to attend this school?

Leaders have put reading at the heart of the school. They are passionate about the possibilities that reading will open up to pupils. Wherever pupils go, they find fabulous stories and interesting books to share and enjoy. This has helped to create a school where pupils are excited about learning.

Pupils enjoy school. They love the many ways their teachers make learning interesting. Leaders and teachers make sure that activities build well on what pupils know and help them to learn.

Leaders want the best for all. All pupils study a wide range of subjects. They also have lots of clubs they can join, and most do so. Pupils have become very good at sports in recent years. They often win sports competitions against other schools.

Pupils feel safe. Staff know them well and respond quickly to any worry. Pupils are confident that any bullying is sorted out well if it happens. Pupils behave well and are motivated by the ways good behaviour is celebrated. Many were excited about receiving certificates and awards in Friday assemblies. Pupils say that they are proud to be part of an inclusive school but some of them are not really sure what this means.

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

Leaders have focused on pupils' learning in the core subjects of reading, writing, mathematics and science. These subjects are now strong, and pupils do well in them. Leaders make sure that pupils develop a love of reading from the word go. Reception children were excited about having their first 'proper' phonics (letters and the sounds they represent) lesson. They told me that they wanted to learn phonics because then they would be able to read stories themselves.

Teachers have good relationships with pupils. They plan activities that spark pupils' imagination and creativity. For example, younger pupils told me all about the local legend of the 'Knucker Dragon'. Older pupils were keen to recount how the reading mentor told them the story of Beowulf. This made them keen to study the book in more detail.

Teachers carefully plan what pupils will learn in reading, writing, mathematics and science. Leaders give teachers time to check how well pupils have understood their learning. Teachers use this time to work out who needs help to keep up. They make sure that pupils do not fall behind, especially in reading. Some pupils are still reluctant to have a go with trickier mathematics problems. Some find it difficult to deal with setbacks. This holds back their learning.

Teachers support pupils with special educational needs and/or disabilities (SEND) well. They adapt activities and resources to meet pupils' needs. They make sure that all pupils do well and are prepared to move to their next class or school.

Other subjects, such as music and art, are not developed as well as the core curriculum. Leaders improved the content and planning of these last year. They have also provided extra staff training but it is too soon to see the difference this has made.

Children in the Reception Year are happy and confident. This is partly due to the work that leaders do with families before children start school. Children play games that introduce reading and mathematics from day one. Staff are skilled at helping children to learn from play. They make sure that children develop well in all areas of learning and are ready for the move to Year 1.

Teachers plan activities to help pupils to appreciate different cultural influences. Pupils say that they are proud to belong to such a friendly school where everyone belongs. Yet some pupils find it difficult to recognise that some of their friends may need different kinds of help to themselves. Leaders have well-thought-out plans to help pupils with this.

Leaders and governors have built strong community links, but the partnership with parents is not as strong as it needs to be. A small group of parents think that behaviour and bullying are issues. We did not find this to be the case. We did see that a handful of pupils do sometimes need support to focus on their learning. This did not stop other pupils from doing their own work.

Safeguarding

The arrangements for safeguarding are effective.

All staff are highly aware of the importance of their role in safeguarding pupils. They are well trained and know what signs to look for and how to report any concern. Staff make sure that pupils also know how to keep themselves safe, including when online.

Leaders have effective systems in place to check and respond to all information and worries. They make sure that information is shared with those who need to have it. They make good use of external support and follow all published guidance well.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have made sure that the core curriculum is strong. The foundation curriculum is not of the same quality. Leaders need to continue to improve the planning of these subjects so that learning is carefully organised to help pupils

learn well. They also need to make sure that staff subject knowledge is as secure for these subjects as it is for the core curriculum.

- The mathematics curriculum is carefully sequenced so that pupils make good progress. However, some pupils are reluctant to attempt trickier problem-solving tasks. Others give up when they make mistakes. Leaders need to develop pupils' resilience so that they have the confidence to give things a go and learn from mistakes.
- The school is inclusive. Pupils say that they are proud of this, but they do not really understand what it means for them. Leaders should continue to develop pupils' understanding of tolerance and inclusion. They need to make sure that pupils understand how to respond to difference in the world.
- Leaders and governors have built strong community links. However, leaders need to make sure that parents have a better understanding of the work of the school so that they work together more effectively.

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 Ofsted Parent View information 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.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	125927
Local authority	West Sussex
Inspection number	10111125
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	213
Appropriate authority	The governing body
Chair of governing body	Gareth Williams
Headteacher	Steve McGinley
Website	www.lyminster.w-sussex.sch.uk
Date of previous inspection	17–18 May 2017

Information about this school

- Lyminster Primary School is smaller than the average primary school.
- Most pupils are from White British background. Few speak English as an additional language.
- The proportion of pupils who are disadvantaged is below the national average.
- The proportion of pupils who have SEND is average.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We held meetings with senior leaders, curriculum leaders, the early years leader, the special educational needs coordinator and a group of teaching assistants. We also spoke with teachers and other staff around the school, including midday supervisors and catering staff.
- I met with the school improvement partner from the local authority.
- I also met with a group of governors, including the chair of the governing body.

- We evaluated the quality of education by looking in detail at the teaching of reading, including early reading. We also looked at mathematics, science, art and music. We discussed the curriculum design and delivery with leaders, carried out lesson visits, looked at pupils' work and spoke to pupils, teachers and teaching assistants, from the lessons visited, about the subjects.
- We evaluated the effectiveness of safeguarding by reviewing leaders' knowledge, records and actions. This included looking at the school's single central record and a sample of case files. We met with the designated safeguarding lead and spoke to pupils and staff.
- We spoke to pupils about the school and took account of the 31 responses to Ofsted's online pupil survey.
- We considered the views of staff from conversations and the 21 responses to Ofsted's online staff survey.
- We took account of the 19 responses by parents to Ofsted's Parent View, including 10 written responses. We also looked at the school's own survey of parents, which had 90 responses.

Inspection team

Lucy English, lead inspector

Her Majesty's Inspector

Clementina Aina

Ofsted Inspector

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