

Inspection of a good school: Lydiard Millicent CofE Primary School

The Butts, Lydiard Millicent, Swindon, Wiltshire, SN5 3LR

Inspection dates: 12 and 13 June 2024

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

What is it like to attend this school?

The curriculum is not yet ambitious enough for all pupils. Recent improvements to the core curriculum have had a positive impact. Pupils develop their fluency as readers and mathematicians as they move through the school. However, pupils' knowledge in the wider foundation curriculum is not in as depth as it needs to be. The curriculum does not yet support all pupils to build their knowledge well.

Lydiard Millicent CofE Primary School is a school that encourages pupils to 'believe, learn and grow'. Pupils are welcoming and respectful. The school is inclusive and pupils' attitudes to learning are positive. Pupils enjoy learning new things and solving problems.

Pupils have opportunities to take on leadership responsibilities in the school. They say that these roles make them feel proud. For example, the school council created a wish list from their classes for equipment to purchase for use during lunchtimes. Older pupils set a positive example to others. Pupils from different year groups play together at social times.

The school sees supporting pupils' mental health and well-being as a high priority. A trained member of staff provides regular mental health support for pupils. Pupils know they can talk to trusted adults in school if they have any worries.

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

The school has recently taken decisive action to revise its curriculum in mathematics and English. This was in response to low published outcomes in KS2 last year. In these subjects the curriculum is designed so that pupils build their knowledge in a logical sequence. However, in the foundation subjects the important knowledge that pupils need

to learn and remember has not been identified. As a result, pupils do not yet build their knowledge well enough in the wider curriculum.

The reading and mathematics curriculum are implemented well. Pupils recap their prior learning and build their knowledge well. The school's mathematics curriculum is designed and sequenced well. A focus on developing fluency helps pupils develop a secure understanding of number facts. Older pupils build on this knowledge well to explain their thinking when solving more complex problems. The implementation of the wider foundation curriculum is not as effective. Assessment is not used with enough precision to check what pupils know and remember. It is not used to inform future learning. This makes it harder for pupils to build their knowledge over time.

The school has accurately identified the work that needs to take place to improve the curriculum. This work has started in history. Knowledge organisers set out the precise knowledge pupils must learn in each unit. Early implementation of this is enabling pupils to learn and remember more. For example, pupils described why the Egyptians built the pyramids. Older pupils discussed how crime and punishment has changed throughout history.

The school recognises the importance of pupils learning to read to access the curriculum. It is a high priority for the school. There is a focus on developing pupils' vocabulary. Younger pupils receive regular phonics teaching to help them to learn to read. The school has established a reading curriculum which helps pupils to build their phonic knowledge well. Reading books match pupils' phonics knowledge accurately.

Pupils with special educational needs and/or disabilities (SEND) are well-supported. Where appropriate, learning is adapted for pupils with SEND so they learn the curriculum alongside their peers. As a result, pupils make progress through the maths and English curriculums. However, as with other pupils, pupils with SEND do not yet progress well in the wider foundation curriculum.

Pupils behave well. They form positive relationships with adults and each other. Pupils learn about tolerance and equality. They understand that a good friend is someone who you can trust and is there to support you. Pupils know how to keep themselves physically and mentally healthy. They learn how to stay safe online and in the wider community. Pupils enjoy a range of trips and extra-curricular opportunities. These enhance their wider personal development. Pupils lack a secure knowledge of other cultures and faiths, British values and protected characteristics.

Most parents are supportive of the school. However, some parents have a negative view of the school. This is due to the historic challenges the school has faced. There is ambition from the school and parents to provide the best education possible for the pupils.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some wider curriculum subjects, the school has not yet identified the precise knowledge they want pupils to know and remember. This means that pupils do not build their knowledge well. The trust must ensure that the important knowledge they want pupils to learn is identified so that pupils build on what they know to deepen their understanding.
- The implementation of the intended curriculum is not yet consistent across all subjects and classes. As a result, pupils do not build their knowledge well. The trust needs to ensure that the curriculum is fully embedded and implemented effectively to ensure pupils learn well over time and progress as well as possible through the curriculum.
- Assessment is not used with enough precision to check what pupils know and remember. Learning is not adapted to build pupils' knowledge sequentially. As a result, pupils struggle to recall their prior learning. The trust needs to develop its approach to assessment across the curriculum so that pupils build on knowledge well over time.
- Some parents have a negative view of the school. It has been challenging for the school to overcome this. As a result, it has been difficult for the school to engage with these parents. The trust should ensure parental engagement continues to improve. This will enable parents to fully understand the school's vision so that everyone can unite in their ambition for all pupils to achieve their best.

Background

When we have judged good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the predecessor school, Lydiard Millicent Church of England Primary School, to be good in October 2014.

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 information from Ofsted Parent View 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.

Further information

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

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	142293
Local authority	Wiltshire
Inspection number	10313301
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	165
Appropriate authority	Board of trustees
Chair of trust	Nigel Daniel
Headteacher	Andrew Farmer
Website	http://www.lydiardmillicentceps.org
Date(s) of previous inspection	11 September 2018, under section 8 of the Education Act 2005

Information about this school

- The school's most recent Section 48 inspection for schools of a religious character took place in March 2023.
- The school uses two unregistered alternative providers.
- The school runs a breakfast club for its pupils.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector met with the headteacher, assistant headteacher, special educational needs coordinator and early years leader for the school. The inspector also met with a range of teaching and support staff.

- The inspector met with the chief executive officer for the trust and held a phone conversation with the chair of trustees.
- The inspector met with representatives of the local governing board.
- The inspector met with trust leaders.
- The lead inspector held phone conversations with both alternative providers.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff, and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector also discussed the curriculum in other subjects.
- The inspector listened to pupils in Year 1, 2 and 3 read to an adult.
- The inspector observed pupils' behaviour in lessons and around the school site.
- The inspector gathered parents' views by considering the responses to Ofsted's online survey, Ofsted Parent View, and by talking to parents before and after school. The inspectors also evaluated responses to Ofsted's staff and pupil surveys.

Inspection team

Matt Fletcher, lead inspector

His Majesty's Inspector

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