

Inspection of Lynsted and Norton Primary School

Lynsted Lane, Lynsted, Sittingbourne, Kent ME9 0RL

Inspection dates:	8 and 9 July 2025
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Outstanding
Previous inspection grade	Requires improvement

The executive headteacher of this school is Georgie Ingram. The school is part of Our Community Multi Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), David Whitehead, and overseen by a board of trustees, chaired by Mike O'Connell.

What is it like to attend this school?

There is a strong sense of community in this small, inclusive school. Pupils are well looked after by kind and caring staff. Pupils get along well with one another. Older pupils act as buddies for younger children when they start school. This creates strong bonds between the pupils. They play and learn together happily.

The school's values of ambition, self-confidence, perseverance, independence, respect and enquiry are important to the pupils. They aspire to apply these in their daily lives. Pupils enjoy studying the school's ambitious curriculum and achieve well. They work hard in lessons and are keen to share their learning. Pupils value opportunities to learn outside the classroom, through interesting trips and workshops and in the school's forest area.

Pupils learn how to keep themselves safe and healthy. They learn how to look after their mental health and how to keep safe online. Pupils' learning is enhanced by visits from the police and fire brigade.

Pupils are polite and welcoming. They behave well throughout the school day. This creates a calm, purposeful learning environment. Pupils know there are trusted adults that they can talk to if they are worried. They feel safe and looked after.

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

The school has developed an ambitious curriculum. In some subjects, new schemes of work have been introduced. These have been carefully adapted to account for the mixed-age classes. This means that pupils learn new content in a logical order. There is a consistent approach to teaching the curriculum. In most subjects, pupils achieve well. Their understanding is less securely developed in subjects where the school has introduced new curriculums.

The school quickly identifies the individual needs of pupils with special educational needs and/or disabilities (SEND). Effective support and resources are put in place to ensure these pupils access the same curriculum as their peers. When needed, teachers make carefully considered adaptations to learning. This enables pupils with SEND to access the curriculum successfully.

Learning to read is a priority. Phonics is taught consistently well. Children get off to a strong start learning phonics in the early years. Teachers carefully check pupils' phonics knowledge. They use this information to target personalised support to help pupils catch up quickly. Pupils love to read. They become confident, fluent readers who read often.

Teachers are knowledgeable about the subjects they teach. They explain new concepts clearly, using important subject vocabulary. The school has recently introduced new schemes of work in some subjects. In these subjects, pupils' recall of their previous learning is less secure. To help with this, teachers are working to create opportunities for pupils to recall and revisit prior learning. Teachers build on what pupils have learned previously when teaching new concepts. Throughout lessons, teachers check pupils'

understanding. They use this information effectively to address pupils' misconceptions and plan future learning. Staff's questioning is not always as effective as it could be. Sometimes, pupils are not challenged to deepen their understanding so they learn and remember more over time.

The early years curriculum is exceptionally well planned. What children need to learn has been broken down sequentially. Staff know every child extremely well. Staff skilfully create opportunities for children to learn and practise important knowledge and skills. Throughout the day, staff continually model language and question children's thinking. They tailor this expertly to meet each individual child's learning needs. Children fully immerse themselves in their activities. They show curiosity and delight in their learning. When solving a problem, they persevere.

Pupils enjoy learning. They behave well in lessons, creating a calm, purposeful learning environment. The school has a robust approach to monitoring pupils' attendance. The school has built strong relationships with families, working together to address this. As a result, while absence remains high, it is decreasing steadily.

Pupils learn about different cultures, beliefs and festivals. They are respectful of people from different backgrounds. They make a positive contribution to the local and wider community. They help to grow food in the local kitchen garden and enjoy raising money for charity.

There is strong, effective collaboration between the trust and the school. This enables the sharing of training, expertise and resources. This enhances staff's knowledge and expertise. It also helps manage staff workload. Governors and trustees also provide effective support and challenge.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school has introduced new schemes of work in some subjects. As these are not fully embedded, pupils' recall of their previous learning in these subjects is less secure. The school needs to ensure that gaps in pupils' knowledge are addressed swiftly and teaching supports pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.

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	137467
Local authority	Kent
Inspection number	10379855
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	59
Appropriate authority	Board of trustees
Chair of trust	Mike O'Connell
CEO of the trust	David Whitehead
Headteacher	Georgie Ingram (executive headteacher)
Website	www.lynsted-norton.kent.sch.uk
Dates of previous inspection	7 and 8 March 2023, under section 5 of the Education Act 2005

Information about this school

- Lynsted and Norton Primary School is part of Our Community Multi Academy Trust.
- The school does not currently use any alternative provision.
- The school runs a breakfast club.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.

- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the executive headteacher and other leaders in the school and the trust, including the CEO. They also spoke with the chair of the board of trustees and representatives from the local monitoring council.
- Inspectors carried out deep dives in these subjects: early reading, history and mathematics. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also discussed the curriculum in some other subjects.
- To evaluate the effectiveness of safeguarding, inspectors reviewed the single central record; took into account 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.
- Inspectors met with pupils from different year groups to talk about their learning and experiences at school, both in small groups and informally at breaktimes.
- Inspectors considered the responses to the online survey, Ofsted Parent View. They also took into consideration the Ofsted online staff survey.

Inspection team

Leah Morgan, lead inspector	Ofsted Inspector
Alice Early	Ofsted Inspector

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