

Lyneham Primary School

Address: Preston Lane , Lyneham, Chippenham , Wiltshire, SN15 4QJ

Unique reference number (URN): 135177

Inspection report: 20 January 2026

Exceptional	
Strong standard	●
Expected standard	● ● ● ● ● ●
Needs attention	
Urgent improvement	

✓ Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Inclusion

Strong standard ●

This is a highly inclusive school where leaders promote a deep sense of belonging for all pupils. Leaders provide staff with training so they can successfully identify and remove barriers to learning or wellbeing that pupils face. Many pupils join the school mid-way through their primary education, including those from military families. Leaders support these children effectively, helping them settle quickly and form positive friendships within the school community.

When pupils join, staff identify their individual strengths and needs promptly. They create ambitious, personalised support plans for pupils with special educational needs and/or disabilities (SEND) and deliver this support with expertise. Staff work closely with external professionals and families to meet pupils' specific needs. Leaders monitor progress closely and adjust strategies as required, enabling pupils to make rapid progress from their starting points.

The specially resourced provision for pupils with SEND provides individualised, high-quality support. Staff include these pupils fully in school life, encouraging participation in leadership roles, such as student council representatives. Pupils respond positively to leaders' high expectations, demonstrating academic and personal success.

Leaders use the pupil premium grant appropriately. They invest in evidence-informed strategies to support pupils. For example, leaders have developed ways to help pupils improve their communication and language skills as well as their social and emotional development.

Expected standard ●

Achievement

Expected standard ●

The school has a high proportion of pupils who join and leave at different points during their primary education. Many pupils enter after the early years and leave before the end of key stage 2. As a result, published outcomes do not fully reflect the progress pupils make during their time at the school. The work pupils produce reflects the secure progress they make, particularly pupils with special educational needs and/or disabilities. Attainment in national tests is generally in line with national averages.

Pupils learn to read accurately and confidently. Staff identify gaps in pupils' phonics knowledge promptly and provide effective support, enabling pupils to catch up quickly. Recent improvements to the mathematics curriculum are helping pupils to deepen their understanding. Teachers typically have high expectations for the quality of pupils' written work across the curriculum. Leaders recognise that further work is needed to ensure these expectations are consistently high.

The school prepares pupils well for the next stage of their education.

Attendance and behaviour

Expected standard 

Leaders set high expectations for attendance and communicate these clearly to parents and carers. Pupils attend well because they understand the importance of not missing learning. Leaders monitor attendance closely, identify barriers for individual pupils, and work with families and other professionals to provide well-considered support to reduce absence. Support for pupils with medical needs is particularly effective. As a result of this diligent work, overall attendance is improving across all year groups.

Pupils enjoy their learning and try their best in lessons. Their behaviour reflects a clear understanding of the school's values of kindness, responsibility and respect. Pupils take pride in being recognised in the 'golden book assembly' for demonstrating these values. They report unkindness or bullying, including online incidents, confidently, knowing that staff act quickly to resolve issues. When pupils need additional support to improve their behaviour, leaders implement effective strategies. As a result, the school is calm and welcoming. Leaders recognise that, occasionally, staff do not consistently maintain the school's high expectations, and they continue to prioritise this.

Curriculum and teaching

Expected standard 

Leaders have developed a broad and ambitious curriculum that clearly sets out what pupils should learn and when. This ensures that pupils build their knowledge progressively over time and are well prepared for the next stage of their education. Staff adapt the curriculum skilfully to meet the needs of pupils with special educational needs and/or disabilities (SEND). The curriculum that pupils learn in the specially resourced provision for pupils with SEND is individualised and aspirational. It meets pupils' needs well.

Many pupils join the school partway through the school year. Staff carefully check what these pupils know when they arrive, enabling teachers to address gaps in knowledge swiftly and ensure pupils catch up with their peers quickly.

Leaders ensure that staff have the expertise and subject knowledge necessary to teach each area of the curriculum well. Effective phonics teaching helps pupils to become confident and accurate readers. Staff provide targeted support for pupils who need to consolidate key skills, such as multiplication, so they catch up. Leaders recognise that there is some work to do to ensure that the high-quality teaching that exists in the school is consistent across all subjects and key stages.

Early years

Expected standard 

Children joining the early years are quickly welcomed into the Lyneham family. They are excited to attend school and form trusting relationships with adults who care for them deeply. Staff work closely with families to identify each child's individual needs, and they put effective support in place promptly. This enables children to make secure progress from their starting points. Leaders set high expectations for behaviour, and children learn to follow routines quickly. Staff support children to become increasingly independent, for example

through the routines that are established at mealtimes. This successful start ensures that children are happy, settled and ready to engage in their learning with enthusiasm.

Leaders have designed a curriculum that helps children to develop the skills and knowledge they need to be well prepared for Year 1. Roleplay activities nurture children's imagination and support them to be collaborative. Children develop a love of reading and begin to learn to read and write as soon as they join the school. Sharing books and songs is a highlight of their day. Staff interact with children effectively to develop their speech and vocabulary, and leaders continue to prioritise this as an ongoing area for professional learning.

Leadership and governance

Expected standard 

Leaders, staff and governors share a clear, aligned vision for the school, centred on pupils experiencing a deep sense of belonging. Inclusion is a distinct strength of the school. Staff successfully identify and reduce barriers to pupils' learning and wellbeing. Leaders place pupils' best interests at the heart of their decisions. Parents are typically very positive about the education and opportunities that the school offers their child.

Leaders have an accurate understanding of the school's strengths and areas for development. For example, they have rightly prioritised developing ways to help pupils remember their learning more deeply. Staff develop their professional expertise through regular training and the feedback they receive from leaders. They feel valued and appreciate the opportunities for wider learning and development. Leaders are considerate of staff workload and wellbeing. Leaders ensure that staff who are new to the profession are well supported.

Governors understand their roles and statutory responsibilities. For example, they have ensured that the school maintains a strong culture of safeguarding. Generally, the governing board provides appropriate challenge and support to leaders, particularly through their oversight of the school's specially resourced provision for pupils with special educational needs and/or disabilities. Leaders engage proactively with other professionals when planning improvements and evaluating the impact of their work. This ensures that leaders remain focused on the priorities that will have the greatest positive impact on pupils.

Personal development and wellbeing

Expected standard 

Pastoral support is a clear strength of the school. Pupils speak positively about welcoming new pupils, describing them as 'new friends for us to meet'. Staff provide the same high level of care when pupils prepare to leave the school, helping them to manage the emotions associated with saying goodbye to friends. As a result, pupils feel supported and valued at all stages of their time at the school.

The personal, social and health education (PSHE) curriculum is well designed and includes relationships and sex education and health education. It enables pupils to learn how to keep themselves safe and well. Pupils demonstrate an age-appropriate understanding of key aspects of the PSHE curriculum, including healthy relationships and mental health. They know how to respond appropriately to concerns, such as unwanted online contact. Leaders continue to review the PSHE curriculum, and the teaching of it, to ensure that pupils remember their learning deeply and consistently.

The school's values of respect and kindness are well understood and consistently applied by pupils. These values help pupils to recognise the behaviours and characteristics expected of responsible citizens in school and in modern Britain. Pupils of all ages use these values to help them distinguish right from wrong and to guide their interactions with others. The school actively promotes equality and celebrates difference. Pupils learn about a range of religions and cultures and understand that discrimination is unacceptable, both in school and in wider society.

The school provides a range of extra-curricular and enrichment opportunities that support pupils' personal development and help them to develop their interests and talents. Leaders are taking appropriate steps to increase participation, particularly for disadvantaged pupils. Dance club is a particularly popular and brings pupils together from across the school for weekly creative activity. Pupils also participate in a range of sports. They take pride in competitive successes, such as recent dodgeball wins, while recognising the value of participation and teamwork.

What it's like to be a pupil at this school

Lyneham Primary School warmly welcomes pupils into a close, supportive community. Pupils feel a genuine sense of belonging and speak enthusiastically about how much they enjoy school. They understand the importance of attending regularly and do not want to miss lessons or the wide range of opportunities that the school offers. This is a highly inclusive school. Staff respond swiftly and effectively when pupils face barriers to learning or wellbeing, putting in place targeted support to help them overcome challenges. Strong partnerships with families ensure that pupils are supported and that children in the early years settle in well to the school.

Pupils consistently demonstrate friendship, kindness and cooperation in their interactions with one another and with adults. They understand their responsibilities as members of the school community. Behaviour is managed through an effective approach that encourages pupils to reflect on their actions, repair relationships and make positive choices. Bullying is rare, and pupils confidently share any concerns with adults, knowing they will be listened to and supported.

The curriculum equips pupils well for future learning. Leaders continue to ensure that pupils experience consistent, high-quality teaching across all subjects and key stages.

Pupils of all ages take on leadership roles with maturity and pride. Play leaders, anti-bullying ambassadors and school council members act as positive role models. Educational visits to museums and local sites enrich learning and bring the curriculum to life. Pupils understand their place within the local community and value opportunities to volunteer with charities. Through this work, pupils develop a strong sense of civic responsibility and learn how to contribute positively to society.

Next steps

- Leaders should ensure that highly effective teaching is consistent across the curriculum and key stages so that all pupils, particularly those with barriers to learning, develop deep and secure knowledge and understanding.
 - Leaders should ensure that there are consistent expectations for pupils to produce high-quality written work across all areas of the curriculum.
-

About this inspection

The chair of the board of governors in this school is Daniel Alexander.

Inspectors carried out the full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with school leaders. Inspectors also spoke with teaching staff, support staff, local governors and a representative of the local authority.

The school has a specialist resource provision for pupils with speech, language and communication needs. Currently, there are 20 places within this provision.

The school does not use alternative provision.

There is a breakfast and after-school club led by the school for pupils who attend the school.

Headteacher: John Reed

Lead inspector:

Sara Berry, His Majesty's Inspector

Team inspectors:

Claire Mirams, Ofsted Inspector

Lorna Buchanan, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.



This data is from 20 January 2026

School and pupil context

Total pupils

318

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

420

Above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

10.38%

Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

8.18%

Well above average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

13.52%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

Resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

Type of specialist provision (if applicable)

SLCN - Speech, language and Communication

What does this mean?

The type of Special Educational Needs provision provided at the school (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	60%	61%	Close to average
2024/25 (revised)	61%	62%	Close to average
2023/24 (final)	63%	61%	Close to average
2022/23 (final)	58%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	74%	74%	Close to average
2024/25 (revised)	78%	75%	Close to average
2023/24 (final)	73%	74%	Close to average
2022/23 (final)	71%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	74%	72%	Close to average
2024/25 (revised)	81%	72%	Above
2023/24 (final)	75%	72%	Close to average

Year	This school	National average	Compared with national average
2022/23 (final)	69%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	83%	73%	Above
2024/25 (revised)	86%	74%	Above
2023/24 (final)	80%	73%	Close to average
2022/23 (final)	84%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	50%	46%	Close to average
2024/25 (revised)	S	47%	S
2023/24 (final)	50%	46%	Close to average
2022/23 (final)	S	44%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	75%	62%	Above
2024/25 (revised)	S	63%	S
2023/24 (final)	83%	62%	Above
2022/23 (final)	S	60%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	75%	59%	Above
2024/25 (revised)	S	59%	S
2023/24 (final)	67%	58%	Close to average
2022/23 (final)	S	58%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	81%	60%	Above
2024/25 (revised)	S	61%	S
2023/24 (final)	83%	59%	Above
2022/23 (final)	S	59%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	50%	68%	-18 pp
2024/25 (revised)	S	69%	S
2023/24 (final)	50%	67%	-17 pp
2022/23 (final)	S	66%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	75%	80%	-5 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	83%	80%	4 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	S	78%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	75%	78%	-3 pp
2024/25 (revised)	S	78%	S
2023/24 (final)	67%	78%	-11 pp
2022/23 (final)	S	77%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	81%	80%	2 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	83%	79%	4 pp
2022/23 (final)	S	79%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been

mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	4.8%	5.2%	Close to average
2023/24 (3 term)	4.8%	5.5%	Close to average
2022/23 (3 term)	5.5%	5.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	11.3%	13.3%	Close to average
2023/24 (3 term)	10.9%	14.6%	Below
2022/23 (3 term)	19.1%	16.2%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <https://reports.ofsted.gov.uk>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted
© Crown copyright 2026



