

Lyminge Church of England Primary School

Inspection report

Unique Reference Number	118679
Local Authority	Kent
Inspection number	379657
Inspection dates	1–2 December 2011
Reporting inspector	Calvin Pike

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	189
Appropriate authority	The governing body
Chair	Mrs Tricia Stewart
Headteacher	Mrs Alison Steel
Date of previous school inspection	1–2 May 2007
School address	Church Road Folkestone
	CT18 8JA
Telephone number	01303 862367
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Email address	headteacher@lyminge.kent.sch.uk

Age group	Error! Reference source not found. Error! Reference source not found.
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Introduction

This inspection was carried out by three additional inspectors. The inspectors observed 15 lessons taught by seven teachers and a higher level teaching assistant. Three observations were carried out jointly with inspectors, one with the headteacher and one with each of the assistant headteachers. Inspectors had meetings with members of the governing body, staff and groups of pupils. They observed the school's work and looked at self-evaluation documentation, monitoring and assessment information, lesson plans, and school policies. The school's safeguarding procedures were also evaluated. Inspectors analysed the questionnaires from 100 pupils, 21 staff and 78 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The quality of support for, and achievement of, lower attaining pupils.
- The levels of progress made by higher-attaining groups across the school.
- The quality of feedback and marking to enable pupils to improve further.

Information about the school

Lyminge Church of England is a smaller-than-average primary school. Children enter the Early Years Foundation Stage in the Reception Year. The vast majority of pupils come from White British backgrounds and a small proportion of pupils have White and Asian, other White, and White and Black Caribbean heritage. There is one pupil at the early stages of learning to speak English as an additional language. The proportion of pupils known to be eligible for free school meals is a fifth of the national average. The proportion with special educational needs and/or disabilities is below the national average. The intake includes a slightly higher proportion of girls than boys than is the average in most years. A breakfast club and after-school care club are provided by the school for up to 13 pupils. The school has Healthy Schools status.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

1

Main findings

In an assembly during the inspection, all pupils, staff, parents and carers able to attend showed their appreciation to the caretaker on his retirement and sang 'Reach for the stars' joyously and with a sense of fun. This reflected many exceptional qualities that make Lyminge Church of England an outstanding school. It is highly inclusive. Pupils' individual needs are met extremely well. Pupils are happy and thoroughly enjoy their learning. All pupils feel very safe as procedures to protect them and the quality of care, guidance and support provided are excellent. Pupils' behaviour is outstanding. They take on many responsibilities, regularly set their own standards and spontaneously show care and sensitivity to each other. Pupils have great awareness of keeping safe and help the school judge risks, such as assessing safety in crossing the road. Their high attendance rates and valued experiences in contributing to the school and wider community enable pupils to develop excellent skills to support their future work and economic well-being. Pupils' highly developed understanding of spiritual, moral, social and cultural issues is supported by the school's strong Christian ethos and its highly imaginative curriculum.

The quality of teaching is outstanding. Lesson planning is thorough and takes close account of pupils' previous achievements. Teachers use resources imaginatively to excite pupils in learning. The work set matches the needs of all groups of pupils extremely well. In all but a small proportion of lessons, a high pace of learning is maintained throughout as teachers intervene and use questioning to ensure all pupils understand fully before increasing the challenge where appropriate, including for the higher-attaining pupils. Consequently, standards are high in English and mathematics. All groups of pupils have achieved significantly well for the last four years. The quality of learning is excellent. Any gaps in rates of progress are minimal and closing rapidly. Pupils with special educational needs and/or disabilities make excellent progress because support is well targeted and sensitively provided.

The headteacher and two assistant headteachers bring clear vision and relentless drive for the school's continuing improvement. They are supported well and challenged very effectively by a skilled and well-organised governing body. Excellent monitoring systems ensure leaders and governors have an exceptionally clear view of the school's strengths and areas for development, regularly informed and amended in the light of feedback from pupils and their parents and carers. Leaders have high expectations of staff and pupils. Together they have built a dedicated staff team who work extremely well together with a shared sense of purpose and ambition. The school's outstanding provision and high standards, combined with the excellence of

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its leadership team and governing body, and exceptionally effective self-evaluation procedures, give it outstanding capacity to continue to improve.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching even more by:
 - building on the existing excellent examples that ensure a high pace of learning is maintained for all pupils throughout each lesson.

Outcomes for individuals and groups of pupils

1

Pupils are enthusiastic to learn and keen to contribute in lessons. This was reflected by one parent's quote from her child, 'I'm happy we are learning thinking outside the box. Lessons are interesting and fun.' Pupils take pride in what they do and work extremely well individually and in small groups. For example, in a Year 6 mathematics lesson, one group applied rules of addition, subtraction and multiplication to calculate ferry fares using word problems and helped each other well to apply inverse application to check their answers. At the same time, another group worked with a teaching assistant to apply their skills in a mathematical investigation while other individuals found differences in a table of fare costs.

Attainment has risen further since the last inspection and stayed high in all year groups in English and mathematics. Although children enter Reception with levels of skill and understanding that are above those generally expected, pupils achieve significantly well throughout the school. Regular analysis of pupils' performance and close tracking of the progress of individuals ensure that potential underachievement is identified and acted upon quickly, engaging parents and carers in new strategies wherever appropriate. As a result, even though girls slightly outperformed boys in English in 2011, the differences were small, especially in writing. Gaps in performance have been reduced and are now very small. Pupils with special educational needs and/or disabilities make the same excellent progress as their peers because teachers and teaching assistants are very aware of their needs and pay close attention to setting appropriately demanding targets that are suitably adapted for them to succeed well.

Pupils have excellent levels of understanding about adopting healthy lifestyles, as is reflected in the school's Healthy Schools status. They know the importance of a balanced diet and a high proportion of pupils participate in sports clubs and 'walk to school' initiatives. Pupils have opportunities to participate in road safety training and all pupils are very aware of e-safety issues. They have a very strong sense of emotional well-being as shown in the 'Feelings First Aid Kit', created by pupils to emphasise aspects of emotional intelligence in dealing with others. This is supported by their training as peer mentors from Year 2.

Pupils make an excellent contribution to the school and wider community, for example, as elected school council members, supporting local drama or charity

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groups, or representing their school through sporting events and music performances locally. They are skilled at resolving disagreements. In a Year 4 personal, social and health education session, for example, pupils reflected maturely on techniques they had used to calm potentially tense interactions with others. Pupils enjoy discussing ideas, including ethical issues. Through regular business assemblies, all are involved in identifying the school's strengths and areas for improvement. These influence school development planning and spending decisions, such as replacing the school fence with one that protects them robustly. Pupils develop excellent understanding of their own and others' cultures through an exciting curriculum, many extra-curricular activities and several links with schools and other groups, such as in France, India, Burma and Malawi, which enable them to appreciate the heritages of those outside the school. They are extremely well prepared for secondary school, as a result of their high levels of basic skills, excellent work habits and training as team members and leaders, combined with their extremely positive attitudes towards learning.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account:	
Pupils' attainment ¹	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account:	
Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Teachers' excellent subject knowledge helps motivate pupils extremely well. All teachers have high expectations and plan work that is carefully linked to pupils' different abilities. In the vast majority of lessons, teachers ensure that the pace of learning for all groups is maintained throughout. They use regular questioning, combined with direct intervention, to check how well pupils are doing, then adjust the work so that all pupils are challenged fully. In a Year 3 literacy lesson, for example, pupils used interesting adverbs and powerful verbs to develop writing skills

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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as requested. However, they went further to incorporate previous learning and were excited to share some stunning examples of descriptions in which they showed excellent use of alliteration and connectives. This then led to further challenge with pupils preparing 'calligrams' in different media, including using their laptops. Pupils receive high quality feedback, both orally and in their books. This regularly shows pupils how to improve and encourages them to evaluate how well they have understood the work. This was evident in the very good marking of Year 5 mathematics work related to calculating costs, turnover and profit in running an imaginary business as part of 'Enterprise week'.

The imaginative curriculum is built on key skills to support the development of literacy, numeracy and information and communication technology across different subjects. It is broad and balanced, including the opportunity to learn French as recognised by Kent's language award. In addition, themed weeks and enrichment days, partly selected by pupils, are carefully interwoven to give highly memorable learning experiences. These enable pupils to understand, through personal experience or those of others, how their learning fits into the bigger picture of world history and cultural development. This was seen in excellent displays of a recent Greek day linked to the Olympics theme and of a visit from a Second World War pilot who talked about his experiences before pupils visited the local war memorial. The curriculum is extremely well enriched through a wide range of clubs and activities, visits and visitors.

One parent commented, 'They are constantly striving to achieve the best for the school and our children.' All parents and carers responding to the questionnaire were happy with their children's experience at the school. The quality of care, guidance and support provided for all pupils is exceptionally high. In addition, for parents who choose them, a breakfast club provides healthy food and an after-school care club engages pupils in a range of interesting activities. Extremely effective transition arrangements help to prepare children particularly well for joining Reception, as well as pupils when they leave to join secondary school. Staff know pupils very well. Closely involving outside agencies, the support for pupils with special needs and/or disabilities and for those whose circumstances make them vulnerable is exceptionally strong.

These are the grades for the quality of provision

The quality of teaching	1
Taking into account:	
The use of assessment to support learning	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

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The headteacher and her extremely strong leadership team are noticeably successful in creating a united team of staff at all levels. They are committed to supporting the development of confident, happy, caring pupils who achieve exceptionally well. Morale is very high and the school's community, including its parents and carers, shares in valuing the school's achievements. The annual cycle of monitoring and assessment is firmly established. This gives leaders and governors a particularly clear view of how the school is performing. It also enables parents, carers and pupils to contribute their views regularly in order to influence decision making and forward planning. Measures to improve all aspects of the school since the last inspection have been highly successful. The governing body's effectiveness is outstanding. Its members bring significant skills and expertise that are extremely well directed towards supporting and challenging all aspects of the school's work. They are exceptionally knowledgeable about the school and provide clear strategic leadership. Backed by detailed reports from the school and governors' own regular visits, the monitoring undertaken by the governing body is thorough and astute.

The school communicates very well with parents and carers. The school's website, along with regular newsletters, is excellent in providing information about what each class is doing. Workshops enable parents to support their children's learning at home effectively. Through regular parent evenings, 'drop-in' days and questionnaires and surveys, the school actively seeks the views of parents and carers and they have significant opportunities to express concerns or suggestions. There is a thriving Parent-Teacher Association. The school takes a leading role in local partnerships with a small number of local schools, agencies and links with industry. A recent visit from business people from a local international company, for example, gave pupils an opportunity to understand how toothpaste tastes are selected. Following this, pupils visited areas locally and conducted surveys to determine their own toothpaste preferences before their three favourite flavours of toothpaste were produced by the company.

The school promotes equal opportunities extremely well. Its detailed analysis of how different groups perform ensures that gaps are identified quickly and closed with appropriate, well-targeted support or curriculum emphasis. There are outstanding arrangements for safeguarding, including extremely effective systems for assessing risk and exemplary record keeping that the school shares with others it is linked with in the area. Relatively recent improvements to improve the security of the school site are enhanced with additional planned use of new technologies. The school promotes community cohesion exceptionally well as it knows its local community very well and supports many different groups, such as local charities, the drama society, the church and local community annual events. It has strong links with contrasting schools abroad and other agencies which give pupils a clear understanding of the wider global community.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and

1

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driving improvement Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Children join the Reception Year with a wide range of skills and abilities broadly above those expected. As a result of excellent induction arrangements and very good routines, they settle well and are stimulated by the well-equipped and imaginatively used learning environment. Children are happy and enjoy their learning because staff match work to their needs and interests very well through a very well-balanced range of adult and child initiated, 'busy-dragonfly' activities. These offer exciting choices and often link work inside and outside the classroom, such as the 'walk to Bethlehem' that was prepared well in discussion before an imaginative walk around the stimulating school grounds. They make excellent progress in their numeracy and literacy skills, as seen when some children wrote some word sounds and others their own names. They develop extremely well socially and emotionally, evident in constructing models together or matching images and numbers together using the interactive whiteboard. Children take responsibility for themselves and show care for each other.

The quality of provision has improved since the last inspection due to the very strong leadership and management of the Early Years Foundation Stage. There are now clearer priorities for improvement, closer monitoring and close links with parents and carers to enhance learning further. Although the time available for evaluation is relatively limited, assessment is thorough and children's achievements are recorded regularly to build a detailed profile of their performance.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	1

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Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

The inspection team received 78 responses from parents and carers to the questionnaire. This response rate was higher than average. All parents and carers responded positively to all but one statement of the questionnaire, and all but one agreed that the school deals effectively with unacceptable behaviour. Additional comments made by parents and carers were overwhelmingly positive. The concern expressed about the management of pupils' behaviour was investigated by inspectors. Inspection findings mirrored the extremely positive responses of almost every parent and carer and judged that the school has very good systems for encouraging good behaviour and deals with unacceptable behaviour very well.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Lyminge Church of England Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 78 completed questionnaires by the end of the on-site inspection. In total, there are 189 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	64	82	14	18	0	0	0	0
The school keeps my child safe	67	86	11	14	0	0	0	0
The school informs me about my child's progress	56	72	22	28	0	0	0	0
My child is making enough progress at this school	52	67	23	29	0	0	0	0
The teaching is good at this school	58	74	20	26	0	0	0	0
The school helps me to support my child's learning	51	65	27	35	0	0	0	0
The school helps my child to have a healthy lifestyle	56	72	22	28	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	50	64	21	27	0	0	0	0
The school meets my child's particular needs	53	68	24	31	0	0	0	0
The school deals effectively with unacceptable behaviour	51	65	23	29	1	1	0	0
The school takes account of my suggestions and concerns	43	55	30	38	0	0	0	0
The school is led and managed effectively	70	90	5	6	0	0	0	0
Overall, I am happy with my child's experience at this school	67	86	11	14	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



5 December 2011

Dear Pupils

Inspection of Lyminge Church of England Primary School, Folkestone, CT18 8JA

Thank you for welcoming us to your school and sharing your views with us. We were very impressed with your excellent manners, your friendliness and the way you cared for each other. You told us how much you enjoy your learning and are proud of your school. Lyminge Church of England provides you with an outstanding education. Here are some of the things it does extremely well.

- Your achievement is outstanding and standards are high.
- Your behaviour is excellent and you are very considerate to each other.
- You have a very good understanding of how to stay safe and keep healthy.
- The curriculum is stimulating and it is particularly useful that you are able to make suggestions about what you would like to learn.
- The staff care for you extremely well, particularly when you have difficulties.
- The quality of teaching is outstanding and teachers make lessons fun which helps you make excellent progress.
- There is outstanding leadership from your headteacher and her senior team and all staff share a determination to ensure the school continues to provide extremely well for you all.

We have asked your teachers to build on the work they are doing so that even more lessons are outstanding, particularly by checking to make sure you are all learning at a high pace throughout each lesson. We would also like the headteacher and staff to share their outstanding practice in leading teaching and learning with many more schools. You can help by continuing to think of suggestions of things you would like to study and exciting ways of doing this.

Thank you again for your help and very best wishes for the future.

Yours sincerely

Calvin Pike
Lead inspector

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