

Lydd Primary School

Skinner Road, Lydd, Romney Marsh, Kent, TN29 9HW

Inspection dates

21–22 November 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Inadequate	4
Achievement of pupils		Inadequate	4
Quality of teaching		Inadequate	4
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Inadequate	4

Summary of key findings for parents and pupils

This is a school that requires special measures.

- Pupils do not make enough progress in Key Stage 2, especially in writing but also in mathematics. They do not build well enough on the good start made when in Key Stage 1. This means too few reach or exceed the levels expected and too few more able pupils achieve the higher levels.
- For these older pupils there are insufficient opportunities to practise their extended writing, or develop their numeracy skills in solving real-life problems.
- Teachers' written guidance does not enable older pupils to recognise how well they are doing, or identify how they can move to the next level in their learning.
- Senior leaders have not taken effective action to improve the quality of teaching, especially to address pupils' underachievement in writing in Key Stage 2, an issue raised in the last inspection.
- Subject leaders' actions have not led to sufficient improvements in English and mathematics by the end of Key Stage 2.
- Governors have not been effective in holding the school to account to ensure improvements in pupils' achievement occur at pace.

The school has the following strengths:

- Children in the Early Years Foundation Stage make a good start to their learning, especially in the Nursery.
- Achievement in Key Stage 1 is consistently good.
- Pupils known to be eligible for pupil premium funding make similar or better progress compared to their peers.
- Pupils work well together and say they feel safe in school.

Information about this inspection

- Inspectors observed 13 lessons, two of which were observed jointly with senior leaders. Inspectors also observed additional support groups and made short visits to classes, listened to pupils read and looked at pupils' work in their exercise books.
- Inspectors met with pupils and talked with them about their work. Meetings were also held with subject leaders and governors, and a telephone conversation took place with a representative of the local authority.
- Documentation covering safeguarding and the measurement of performance of staff, and records of behaviour and safety, attendance, and of pupils' attainment and progress were reviewed.
- There were insufficient responses during the inspection to generate a report for the online questionnaire (Parent View). The lead inspector took account of 19 responses from parents and carers on Parent View. The school's own survey of parents' views was also considered along with 26 questionnaires from staff. An inspector talked to parents and carers informally during the inspection.

Inspection team

Howard Jones, Lead inspector

Additional Inspector

Josephine Lewis

Additional Inspector

Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

The school may not appoint newly qualified teachers.

Information about this school

- This is an average-sized primary school.
- In the Early Years Foundation Stage, there is a Nursery and one Reception class.
- Most pupils are of White British heritage.
- The proportion of pupils receiving support from pupil premium funding, which is the extra government funding for pupils known to be eligible for free school meals, looked after children and those from service families, is above average. In this school, this funding relates to pupils who are known to be eligible for free school meals, looked after children and children from service families.
- The proportions of disabled pupils and those with special educational needs supported at school action and those at school action plus or who have a statement of special educational needs are high when compared with national figures.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The current Chair of the Governing Body was appointed in September 2013.

What does the school need to do to improve further?

- Increase the proportion of good or better teaching to bring about good progress for all pupils in Key Stage 2 by:
 - regularly checking the pace of learning of more-able pupils to ensure they make the best possible progress
 - ensuring pupils of average ability are challenged to work toward the higher levels
 - providing more opportunities for pupils to practise their extended writing skills
 - planning activities for pupils to learn to apply their mathematical skills to solve real-life problems for themselves
 - teachers' written guidance enabling pupils to understand how well they are doing and how they can further improve their work to move to the next level in their learning.
- Improve the effectiveness of leaders and managers by:
 - subject leaders using sharper measures of success for all pupils, including the more able
 - checking the quality of teaching more closely for its impact on pupils' learning to determine how to improve teaching and raise pupils' achievement, especially in writing
 - developing the effectiveness of governors so they have a more accurate view of the school's performance.

An external review of governance should be undertaken in order to assess how well this aspect of leadership may be improved.

Inspection judgements

The achievement of pupils

is inadequate

- Achievement is inadequate in Key Stage 2. Pupils make too little progress based on their levels of attainment at the end of Key Stage 1. Writing, an area for improvement in the previous inspection, has not improved sufficiently and pupils' work is below the expected quality.
- Inadequate progress among older pupils in mathematics results from activities which are often repetitive and give pupils too few opportunities to learn how to solve problems for themselves.
- More-able pupils do not make the best possible progress in mathematics or writing. Teachers do not make sufficient checks to ensure their pace of learning is consistently strong throughout their activities. Too few pupils of average ability achieve the higher levels. From their starting points at the beginning of Year 3, progress is now improving but it has not been rapid enough.
- Pupils supported through the pupil premium achieve well. In 2013, unvalidated test results show that compared to their peers, they were ahead by 18 months in English and 20 months in mathematics.
- Disabled pupils and those who have special educational needs make variable progress. Like their peers they make insufficient progress in writing, however, some achieve well when there is a clear focus on their particular learning needs by staff.
- A large proportion of children enter Nursery with skills and understanding below the levels expected for their age. Most of these children go on into Reception and by the time they leave they are well prepared for their learning in Year 1. Progress is stronger during the Nursery Year.
- Achievement in Key Stage 1 is good. The 2013 Year 1 phonics (linking letters and sounds) screening check showed outcomes above the national average. Pupils' attainment in writing and mathematics by the end of Year 2 is markedly above national averages and pupils' reading continues to improve.
- Pupils participate in a range of sporting activities both during school time and in clubs. Hockey is popular with pupils in Years 2 and 3 who make good progress in developing their skills.

The quality of teaching

is inadequate

- Teaching is not good enough in Key Stage 2 to build on pupils' previous attainment so that they learn at a good rate in all subjects, but especially in writing and mathematics.
- The pace of learning for more-able pupils is not sufficiently strong because teachers do not check they are extending the learning of these pupils.
- Equally, activities are not adequately demanding for pupils of average ability and they are not challenged to work toward the higher levels or to stretch themselves either.
- These older pupils do not refer enough to their learning targets to improve their work. In response to an improvement point raised in the previous inspection, teachers have sought to improve their marking, but their comments do not consistently help pupils recognise how well they are doing or how to move to the next level in their learning.
- Teaching for disabled pupils and those with special educational needs is inadequate overall. However, there are examples where additional adults focus closely on the needs of individual pupils and help them become successful in their learning, notably in mathematics.
- Teaching for younger pupils is more effective, for example in the Nursery. Every opportunity is used to develop children's skills. For example, singing was used to extend their application of number through questioning, which also required them to respond using complete sentences.
- Pupils' understanding is deepened when their learning needs are specifically catered for. Again this is more typical for younger pupils. In a Year 1 phonics session, activities were adapted as the lesson unfolded to ensure strong progress for all and this, along with collaborative work, was used to reinforce their understanding well.

The behaviour and safety of pupils**require improvement**

- Pupils' behaviour requires improvement because they do not take sufficient responsibility to ensure they make the best possible progress, in their lessons, especially in Key Stage 2.
- Pupils' conduct is positive and pupils behave well in lessons and around the school. Even when the weather is inclement and they have to stay indoors during wet playtime, the school is orderly and calm. Pupils are happy to collaborate in their work and to respond to questions about their activities. They participate enthusiastically in role play and listen to each other carefully.
- Children within the Early Years Foundation Stage have made a good start. They listen carefully to adults and respond to their questions. They play well together and are confident to make choices about which resources to use to help them in their learning.
- Pupils enjoy taking on responsibilities, for example, working in the school farm. Others help in using technical equipment or in running the school tuck shop. They clearly enjoy making a contribution during assemblies and especially relish opportunities to celebrate in song.
- Pupils say they feel safe in school. They have a developed awareness of how to keep themselves safe when using the internet. Incidents of racism are uncommon. Pupils say that bullying, including cyber bullying, is rare although there are occasions when there is some inappropriate name calling. Pupils say that teachers deal with any misbehaviour quickly.
- Parents, carers and staff are positive about pupils' behaviour. However, the response of some parents and carers to Parent View (the online questionnaire) regarding bullying was more mixed.
- Attendance is broadly average over time. The school is working well with parents and carers to ensure attendance improves

The leadership and management**are inadequate**

- The pace of change has been too slow in key areas such as writing and mathematics for older pupils. Leaders have not ensured the quality of teaching is good enough at this age. Checks on teaching for its impact on learning have not led to effective action to improve classroom practice, especially in teaching writing.
- Subject leaders do not have sharp measures to track the progress of pupils. Although school assessment data provide evidence of improvements in progress within year groups, not enough account is taken that learning in lessons should ensure good progress right up to Year 6.
- Procedures to check teachers' performance are in place, but targets for teachers are not linked rigorously enough to improvements in pupils' learning to inform teachers' salary progression.
- The local authority has provided support and guidance and has accurately identified the need for the school to show improvements in pupils' achievement, especially writing. Progress has not been sufficiently rapid to bring sustained improvements in achievement during Key Stage 2.
- Topic work is used to extend pupils' knowledge and understanding and cover literacy and numeracy. This is effective in Key Stage 1, for example where phonics sessions especially have a positive impact on pupils' learning. Children's interests are used effectively in planning the programme of learning in the Early Years Foundation Stage. Opportunities for pupils to write at length and to apply their mathematical skills are too limited in Key Stage 2.
- The sports funding has helped develop pupils' physical education, for example providing more swimming and canoeing. The school provides appropriate development of pupils' spiritual, moral, social and cultural understanding as seen in their reflection about valuing access to education when they compare their experiences with children from another country.
- The arrangements for safeguarding are in place and training for this is comprehensive for staff. Risk assessments effectively cover activities where relevant, for example school visits.
- **The governance of the school:**
 - Governors have a broad understanding of the schools' strengths and weaknesses. However, although they rightly identify writing as an area for improvement, they have not sufficiently challenged school leaders over this. The school's performance has not been rigorously compared with that of others nationally and consequently, issues raised in the last inspection

remain. Checks on teachers' pay and performance lack rigour. Governors are active in the school and, for example, organise 'learning walks' during the school day which have led to improvements in how pupils' work is displayed. They ensure that discrimination is not tolerated. Training opportunities are planned to improve governors' use of pupil performance data to hold school leaders better to account. The governing body has effectively managed the spending of the pupil premium funding and has checked it is having an impact for these pupils. Governors have been equally astute in overseeing the sports funding, and ensure sound financial management of the school budget.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	118560
Local authority	Kent
Inspection number	426472

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	228
Appropriate authority	The governing body
Chair	Mike Barnard
Headteacher	Andrea Charman
Date of previous school inspection	12–13 September 2011
Telephone number	01797 320362
Fax number	01797 321814
Email address	headteacher@lydd.kent.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2014

