



# Luddenham School

## Inspection Report

**Unique Reference Number** 118342  
**LEA** Kent  
**Inspection number** 280296  
**Inspection dates** 21 November 2005 to 22 October 2005  
**Reporting inspector** Janet Gill RISP

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

<b>Type of school</b>	Primary	<b>School address</b>	Luddenham
<b>School category</b>	Community		Faversham
<b>Age range of pupils</b>	4 to 11		Kent ME13 0TE
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01795 532 061
<b>Number on roll</b>	216	<b>Fax number</b>	01795 590 016
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Richard Woodroffe
<b>Date of previous inspection</b>	28 November 2000	<b>Headteacher</b>	Mr Mark Crowley

Age group	Inspection dates	Inspection number
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## Introduction

The inspection was carried out by two additional inspectors

## Description of the school

Luddenham Primary is a one-form entry, rural school just outside Faversham. Few pupils come from the village of Luddenham; the majority attend from a wider area. It is a popular school and nearly all pupils stay in the school for the whole of their primary education. Pupils are from predominately White British backgrounds. The proportion of pupils with learning difficulties or disabilities is broadly average.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 1

This is a highly effective school that provides very good value for money. The overall effectiveness of the school's work is exemplary, although the school modestly judged itself to be good. The school includes all pupils in every aspect of school life very well. Given the school's good track record of improvement since the last inspection, it is extremely well placed to make further progress.

The school has extremely high expectations of the standards pupils are capable of reaching, both academically and in their personal development. As a result, all pupils achieve very well regardless of their ability. Teaching is good throughout the school, although very good when specialists teach. Children have a good start to their education in Reception, which is built on successfully throughout the school. Pupils love coming to school, and thoroughly enjoy the challenges and opportunities offered to them. The attention to their personal development and well-being is outstanding and pupils are very well cared for, guided and supported. This means that their behaviour is exemplary and they have very positive attitudes to school and all it has to offer.

The school is led and managed in an outstanding manner. The headteacher leads a very happy, committed team of staff. The senior management team are very effective in identifying priorities for improvement through its rigorous use of self-evaluation and analysis of performance data. Strategies for improvement are implemented effectively. This means standards have risen in all subjects over the last few years to well above average by the time pupils leave in Year 6.

### What the school should do to improve further

- ensure the strategies for raising standards in writing throughout the school are continued
- continue to develop pupils' problem-solving skills in mathematics.

## Achievement and standards

### Grade: 1

Children's attainment when they start school is broadly average. They make good progress in Reception and most achieve well in all areas of learning. Pupils continue to achieve well through Years 1 and 2 and reach standards that are above average by the age of seven. Progress accelerates in Years 3 to 6. This results in standards that are well above average with a high proportion reaching the higher level in the English, mathematics and science tests. The needs of individual children are met very well, enabling them to make first-rate progress. Very high expectations and specialist subject knowledge from enthusiastic teachers ensure that the higher-attaining pupils are given challenging work. Those with learning difficulties achieve particularly well, as is evident in the majority reaching average standards in the tests.

As a result of a thorough analysis of data, the school identified relative weaknesses in writing, and problem-solving in mathematics. Effective strategies are in place, and already standards are rising. Standards in other subjects, such as music, are above

those normally seen. Pupils make particularly good progress when specialists teach their subjects as the teaching is highly effective. This was seen in a Year 6 mathematics lesson when pupils tackled a variety of problems with great enjoyment and enthusiasm. By the end of the lesson, all pupils knew what ratio meant, and were able to relate it to 'real-life' situations, such as making porridge.

## **Personal development and well-being**

### **Grade: 1**

The pupils love coming to school. This is reflected in their good attendance and punctuality. Pupils say they feel safe and secure. This allows them to be confident, to enjoy their lessons and develop their personal qualities extremely well. The very good interest they show in lessons has a major impact on the progress they make. They are very keen to attend the wide range of extra-curricular activities, especially in sport and music. The children in Reception settle in quickly into school through the support provided by the whole school. As one parent wrote; 'my daughter absolutely loves going to school every day. I am amazed how caring the older children are towards the Reception children'.

The pupils' spiritual, moral, social and cultural development is excellent. Behaviour around the school and in lessons is of a very high order. Pupils are polite, considerate and respectful. They understand the importance of a healthy diet and the need for regular exercise very well. They know how to work and play safely. Relationships in the school are excellent. Pupils mix freely and cooperate with each other very well, developing their confidence and self-esteem. This is enhanced by the very strong emphasis on the celebration of successful achievements, both in assemblies and in the displays around the school. Pupils show respect and understanding for the feelings and beliefs of others. They are involved well in helping others. For example, the recently appointed playleaders from Year 6 take great pride in organising games for younger ones. The school council contributes towards pupils' personal development and is helping them gain a very good awareness of citizenship. They are well on the way to becoming successful adults.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Effective teaching is a significant reason why pupils achieve so well. The evidence from the inspection supports the school's own evaluation about the good teaching and learning. Teachers plan and assess well. Pupils often work in ability groups; this is highly effective and ensures good progress because work is matched well to their needs. Marking gives a clear indication to pupils as to how they can improve their work. Monitoring and recording the progress of individual pupils, including those with learning difficulties and the gifted and talented are exemplary. This information, together with performance data, is analysed extremely effectively to track individual

pupils' progress and to identify individual and group needs. For example, teachers are now paying greater attention to developing pupils' skills in writing, and problem-solving in mathematics. This is already having an impact on raising standards.

Very good relationships between teachers, support staff and pupils strongly promote pupils' positive approach to learning. Teaching assistants play an important and effective part in ensuring very good support for all pupils, especially those with specific learning needs. Expectations of the standards pupils are capable of attaining are high, which means able pupils enjoy achieving the challenges they are set. Much teaching engages and motivates pupils very well. In an English lesson in Year 4, the specialist teacher's obvious love of the subject meant pupils eagerly learnt about the correct use of apostrophes.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good, which matches the school's own view. The recently introduced initiatives in the Reception class are proving effective and give children a good start. This has resulted in a lively, interesting curriculum with a strong emphasis on pupils' personal development.

In Years 1 to 6 the curriculum fulfils requirements and caters effectively for the needs of all children, whatever their interests or abilities. Specialist teaching in Years 3 to 6 contributes to a high level of challenge and enjoyment. This helps pupils achieve very well in many subjects such as religious education where pupils have a very good knowledge of a range of religions.

The school is justifiably proud of the additional opportunities it provides to enrich the curriculum. The curriculum promotes a healthy lifestyle and enhances pupils' enjoyment through the many opportunities it offers. Pupils are taken on a variety of visits, including residential trips, and a wide range of visitors are invited into the school. The many extra-curricular activities are well attended and significantly enhance standards, as in the very good quality of singing.

## **Care, guidance and support**

### **Grade: 1**

The quality of the care, guidance and support provided for children is outstanding. Members of staff have an excellent knowledge of each child's circumstances from the moment they start school. The school has very secure and sensitive procedures in relation to child protection. Health and safety, including careful attention to risk assessments, first aid and security are promoted and monitored very well, enabling pupils to feel safe.

Consistency in managing pupils' behaviour is a very strong feature. Pupils feel confident that they have someone to talk to and that they are listened to if they have a problem. The school provides very good support for pupils with learning difficulties, allowing all pupils to play a full part in school life.

Pupils are very well prepared for, and speak confidently about, their move to secondary school. Academic support is very good. Pupils are well aware of their targets and how they need to improve their work. The school's work with other agencies and parents is outstanding.

## **Leadership and management**

### **Grade: 1**

Leadership and management are outstanding, and help all pupils to achieve very well. The headteacher and senior managers provide excellent leadership. This successfully focuses all members of the school community on ensuring that children achieve their best in their academic and personal development. A very thorough system of self-evaluation ensures managers have an accurate view of the strengths of the school and areas for further development. The system in place to evaluate the quality of teaching and learning has ensured that standards have improved during a period of disruption caused by building works and turnover in teaching staff. The value placed on all members of staff has created excellent teamwork, which has a major impact on the support, care and guidance given to all pupils and the range of activities provided. The school is fully inclusive.

Governors carry out their role well. Financial and other resources are planned and used very effectively to help the school successfully meet its aims, as in the recent improvements to the accommodation. The use of teachers' specialist skills in Years 3 to 6 has a major impact on pupils' progress. Teaching assistants are deployed very effectively. The school is very well supported by its parents, and outside agencies are used most effectively to provide support.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	1	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	1	NA
The standards <sup>1</sup> reached by learners	1	NA
How well learners make progress, taking account of any significant variations between groups of learners	1	NA
How well learners with learning difficulties and disabilities make progress	1	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	1	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

Luddenham School Luddenham Faversham Kent ME13 0TE

23 November 2005

Dear Pupils

Thank you for your friendliness and all the help you gave us when we visited your school. We enjoyed talking to you and looking at your work. We are very pleased that you enjoy coming to school and taking part in lots of exciting activities. We think you are getting on very well. You are right to be proud of your school. We found that it does a lot to help you be happy at school.

These are some of the things that we liked most:

- You work hard, which means that you are learning really well and making very good progress.
- You have very good attitudes to your work and your behaviour is excellent in lessons and around the school.
- You are polite and respectful and get on with each other and the adults in school.
- The headteacher and all the staff run the school extremely well and try very hard to make school interesting and find ways to involve all of you.
- Your teachers give you interesting work and the staff help in lessons and clubs to make sure you do well.
- Adults look after you well and make sure you are safe and healthy.

These are the things that we have asked your school to do:

- Your teachers are helping you to improve your writing, including your spelling, but we think you can work even harder with your writing in all subjects.
- We have asked your teachers to continue to give you lots of opportunities for problem-solving so that you can do even better in mathematics.

We enjoyed our visit very much. Once again, thank you

Janet Gill and Richard Barnard