



Lympne Church of England Primary School

Inspection Report

Unique Reference Number 118680
LEA Kent
Inspection number 280367
Inspection dates 8 December 2005 to 9 December 2005
Reporting inspector David Collard RISP

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

Type of school	Primary	School address	Octavian Drive
School category	Voluntary controlled		Lympne
Age range of pupils	4 to 11		Hythe, Kent CT21 4JG
Gender of pupils	Mixed	Telephone number	01303 267611
Number on roll	235	Fax number	01303 267611
Appropriate authority	The governing body	Chair of governors	Mr Glen Clark
Date of previous inspection	15 November 1999	Headteacher	Mr Paul Driscoll

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Lypne Primary is an average-sized village school. Nearly all pupils are from a White British background. Most pupils start in the reception class with standards above those of pupils of a similar age. The number of pupils with learning difficulties and disabilities is similar to the national average. The present headteacher has only been in post for one year, but many other staff have been at the school for at least five years.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Lymgne is an effective school. It is characterised by good quality care and support for its pupils ensuring that they behave well and enjoy school life. Academic achievement is satisfactory. Pupils reach above average standards by the time they leave the school at Year 6. This has given rise to the school having a more positive view of its overall effectiveness, which it judges to be good. Whilst progress is satisfactory, some pupils have the potential to do better.

Teaching and learning are satisfactory. Teaching is often good, but not consistently so because pupils, mainly in Years 3 to 6, are not given enough opportunities to develop independent learning skills. In addition, these pupils are given too little written advice in the marking, about how to improve their work. In the reception class, provision is stronger and, as a result, these pupils make more consistent progress and are prepared well for work on the National Curriculum in Year 1.

Leadership is satisfactory. There has been a broad analysis of strengths and weaknesses, which has allowed the school to select some key priorities for improvement. However, the analysis has not been detailed enough for the school to gain a clear view of standards and achievement. Without this specific information, they are not able to judge the success of their improvements.

Improvements are already being made and the impact of these demonstrates a satisfactory capacity to move forward. The school provides satisfactory value for money.

What the school should do to improve further

- make sure that individual pupils know what they need to do to improve their work and achieve higher standards
- plan lesson activities in Years 3 to 6 that allow pupils to think and investigate for themselves
- analyse academic performance in greater detail so that the school can judge the impact of improvements and gain a clear view of its effectiveness.

Achievement and standards

Grade: 3

Achievement through the school is satisfactory. Children enter the school with standards above those expected and progress satisfactorily through the reception class. By the end of this first year, the overwhelming majority of pupils are working securely within the levels expected for their age and many above this. By Year 2, progress has been sound with good progress in reading. This satisfactory progress continues through Years 3 to 6 so that standards are above those expected when pupils leave the school.

The school has already successfully taken action to improve standards. For example, results from national tests in Year 6 were consistently above average until 2005. However, the school was aware that this group of pupils would not reach the same

high standards as those of previous years and provided extra support. As a result, more pupils reached the higher Level 5 than had been predicted.

However, pupils' achievement is satisfactory, rather than good, because less emphasis is placed on improving thinking skills in Years 3 to 6. Pupils are not sufficiently experienced in working independently and do not know what they need to do to gain higher standards. This is restricting the potential of some pupils within all ability groups.

Pupils with learning disabilities and difficulties make similar levels of progress to others. The school is successful at improving behavioural targets to ensure pupils can do their best. Although there are very few pupils from minority ethnic groups, the school successfully monitors their needs.

Personal development and well-being

Grade: 2

Pupils enjoy school and attendance is above average. Consequently, pupils have good attitudes to learning and behave well. They work hard on the tasks they are given because they find them interesting. The good relationships across the school help pupils to listen attentively to their teachers and co-operate with one another. As a result, group work is particularly productive.

Pupils' spiritual, moral, social and cultural development is good. They have good social skills, are very polite and understand what is right and what is wrong. The playground is an enjoyable place for pupils to play together. Pupils appreciate the good playground facilities and make good use of the 'Buddy Box' to find a playmate and make new friendships. The school makes sure it encourages safe practices. Pupils remarked that they feel free to play safely because bullying is dealt with well. Pupils make a good contribution to the life of the school by taking on many responsibilities. Members of the school council confidently debate issues that enable them to influence school life. For example, their discussions have led to the introduction of more after-school clubs. Pupils show their skills as young citizens in the care they take of the school and the environment. Older pupils organise fundraising activities for charities, which helps to develop their understanding of the skills needed for later life. Pupils generally understand the importance of staying healthy. Practically, this is supported well through ready access to water, milk and fruit although, when discussing what food they would like to see served at lunchtime, they did not suggest the healthiest options.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory, with a number of strengths. Good teaching in the reception class means that children achieve well. The lessons are stimulating and there are many opportunities to make independent decisions when choosing activities. In all other year groups, teaching is at least satisfactory and, as

the school has recognised through its own analysis, many teachers have a good range of skills. Strengths of teaching include closely- focused planning, the management of behaviour and the use of pertinent questions and activities aimed at different levels of need. These strong elements have resulted in pupils who are keen and excited about their education and where teaching meets their needs on most occasions.

In Years 1 and 2, teachers plan lesson activities together and specifically ensure that pupils consistently have opportunities to gain all the basic skills they need in preparation to become independent learners. Whilst teaching is also satisfactory in Years 3 to 6, less emphasis has been placed on providing pupils with opportunities to work independently and think things through for themselves. The school has recognised the need to provide greater intellectual challenge as pupils get older and has taken steps to give pupils more opportunities to apply what they know and be clear about how to improve. For instance, the well established use of achievement books gives pupils some information about how well they are doing, but is in need of further development as a source of information. These records confirm that all pupils make the expected levels of progress but also show that some have the potential to do even better.

Curriculum and other activities

Grade: 3

The curriculum is sound. Teachers make good use of national guidance materials for planning each subject and this approach ensures pupils develop their skills and knowledge systematically. Appropriate links are made between subjects so that learning is progressive. The school recognises that the development of a wider range of independent learning skills is necessary for pupils to achieve higher levels. This need is most marked in science and mathematics, where opportunities to investigate and explore are more limited. The good personal, social and health education programme enables pupils to develop a sound awareness of being healthy, keeping fit and staying safe.

The range of after-school activities addresses pupils' interests, but provision is more limited in Years 1 and 2. The inclusion of French and an introduction to sign language give a wider perspective to pupils' education. Pupils enjoy and talk with enthusiasm about their school visits, which include a residential experience, and themed activities, such as 'Trafalgar Day'.

Care, guidance and support

Grade: 2

Pupils are cared for well in a safe and secure environment. Staff ensure that any potential problems are dealt with effectively at an early stage, achieved by the use of well established and clear procedures. Child protection policies have been updated and the staff are fully trained. The governors are also very actively involved through their committee structure in ensuring that all statutory requirements for safeguarding children are met fully. Parents highlight how well the systems work and pupils say that they feel very confident that they can talk to others when they are in difficulty. The

monitoring of personal development is particularly strong and helps to account for the calm and purposeful atmosphere within the school. The procedures for improving academic endeavour are being improved. The school is using staff expertise to analyse and evaluate data and to identify where support can be most effective. Already, some groups are being targeted and the impact can be seen in their better academic progress.

Leadership and management

Grade: 3

Leadership and management are sound and based on strong teamwork. The senior team is particularly effective in creating a positive ethos and promoting pupils' personal development and well-being. The new headteacher has implemented a strong consultative approach to evaluating the work of the school. The school's involvement in a national leadership programme is helping staff to increase their management skills. As a result, subject leaders have identified some key priorities for raising achievement. One of these priorities is the need to develop pupils' investigative skills, and improvements are already being made. The school is now analysing its effectiveness more accurately. Teaching and learning are monitored and the information used to disseminate effective teaching strategies. In the last year, the success at improving the number of pupils achieving higher levels shows that the school has the capacity to continue to implement change.

However, the school is still not looking at its academic achievement in enough detail. As a result, it is not able to measure the impact of its improvements against the rate of pupils' progress or gain a clear picture of how well it is doing. Governance is satisfactory. Governors understand the key challenges for the school and are using the findings of the school's evaluation to improve their capacity to influence the school's direction. Finances are managed prudently to make sure that developments are resourced well and give satisfactory value for money.

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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>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	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

How well do learners achieve?	3	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	3	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	2	NA

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
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
The extent to which providers ensure that learners stay safe	
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
The extent to which learners make a positive contribution	
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
The extent to which schools enable learners to achieve economic well-being	
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

Lympne Primary School Octavian Drive Lympne Hythe Kent CT21 4JG

9 December 2005

Dear Pupils

Thank you for making us so welcome during our recent visit. We enjoyed joining you in your lessons and watching some of the rehearsal for the nativity play. This letter tells you what we found about your school while we were with you.

•you told us how much you enjoy school and we can see why •you are all very well behaved, work hard and play well with each other •the staff look after you very well and you told us how safe you felt •your teachers plan many good activities for you to do, and we thought the good discussions you have in class help you to understand more •your achievement books are really useful and could be used even better if you knew what it was that you needed to do next to improve •you need more opportunities to work on your own so that you do even better than you do now •you know what you should do to stay healthy and you might like to think about which other foods would be good to have at school •the school needs to look more closely at how well you are doing so it can see if improvements are being successful.

We would like to wish you all the best for the rest of your time at Lympne and hope you do well when you move on to your next school.

Yours sincerely,

David Collard Lead Inspector