

# Tenterden Infant School Profile

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## **Tenterden Infant School**

Recreation Ground Road  
Tenterden, Kent, TN30 6RA  
Telephone: 01580 762086  
<http://www.tenterden-infants.ik.org>

Children's Service Authority:	Kent
Age range:	4-7
Number of pupils:	202
Head teacher:	Mrs Gillian Guthrie
Chair of governors:	Mr Michael Wells

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## **What have been our successes this year?**

We continued to be an excellent school with a very happy, caring ethos and a rich, exciting learning environment for all pupils.

- Retention of excellent, experienced class teachers and support staff was instrumental to high standards and successful outcomes for all children
- In October 2006 Tenterden Infant School was judged to be "a good school" by OFSTED where pupils' personal development was outstanding, pupils behaved extremely well and thoroughly enjoyed their lessons
- Attainment at KS1 (July 2007) was well above average nationally and locally. Most notable - 45% of pupils achieved Level 3 in Mathematics alongside significant pupil achievement in Reading, Writing and Science
- The creative curriculum was enhanced by visits, celebrations, themed events and enrichment activities
- Our Healthy Schools' Status was re-validated - a "whole school" achievement reflecting strong commitment to promoting healthy lifestyles
- Smooth induction and transition of pupils continued to be strengths of the school with the whole school community being supported by a strong Governing Body, an efficient administrative, catering, midday, cleaning and site management team and strong partnership with parents

## What are we trying to improve?

We constantly strive to improve and move this school forward through rigorous self evaluation, effective strategic planning. Identified needs during 2006/2007 were:

- To focus on the teaching and assessment of skills in order to provide a skills based curriculum and capture children's interest and enjoyment
- To develop electronic systems for assessment, pupil tracking and target setting
- To develop our "pupil voice" through School Council, Talking Partners, "Plan, Do and Review" activities
- To raise the self esteem and confidence of borderline pupils through focused teaching and support
- To raise boys' achievement through support from Rotary Club members providing male role models and sharing books aimed at boys' interests
- To improve computer skills and raise levels of confidence and competence of pupils and staff by the introduction of Interactive Whiteboards in all classrooms
- To consider extended school services to help meet the needs of pupils & families and the wider school community
- To achieve a minimum of two hours physical activity every week
- To develop the outdoor classroom and opportunities for child initiated play for Foundation Stage pupils

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## How have our results changed over time?

- Results overall show strength in all subjects with pupil achievement in Reading, Writing, Maths and Science consistently well above average compared to pupil achievement locally and nationally
  - The school has continued to perform better than "similar schools" in all subjects and has performed significantly better than "similar schools" at Level 3+ in Reading, Writing, Mathematics and Science
  - Over the past 4 years, the Local Authority and National KS1 Trend in Performance for all subjects has remained fairly level, whereas our KS1 Trend in Performance for all subjects shows that the school continues to work hard to raise achievement through effective target setting and pupil tracking
  - Fluctuations in achievement have also been due to: variation in the ability of each cohort of pupils; variation in level of AEN pupils as shown in contextual data; year on year change of focus/emphasis on the core subjects in the School Development Plan/National & Local initiatives
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## **How are we making sure that every child gets teaching to meet their individual needs?**

- Foundation Stage Teachers visit local settings to gather information about pupils due to enter the school. Individual needs and starting points are researched through induction and "Record of Transfer" information received from pre-school practitioners. Teaching in the Foundation Stage is linked to every child's progress in line with Early Learning Goals
- The curriculum is tailored to support individual needs so that teaching matches a child's ability to understand. In the spirit of inclusion some pupils with learning difficulties or physical disabilities received regular, additional support and more specific teaching
- Some setting for Maths and Creative Writing at Key Stage One ensured teaching was focused to boost achievement. Target setting pinpointed individual needs and helped teachers set appropriate learning objectives. Boys' achievement continued to be targeted by curriculum provision and adult male role models sharing books and reading activities
- Children identified as "more able" became part of focused teaching groups where their thinking skills and problem solving abilities were challenged
- Close liaison with the Junior School ensured pupils' future needs continued to be met at this vital stage of transition

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## **What have pupils told us about the school, and what have we done as a result?**

The views of children are regularly sought through circle times, School Council meetings, formal and informal chats with teachers and Governors. These views are fed back and requests and ideas acted upon whenever possible.

Requests have included:

- More outdoor play equipment - there is now a variety of playground equipment (toys and sports)
- Enhancement of the dining hall - this has included plants/serviettes on the tables and a cup donated by Governors for the "Quietest Class"
- Wet playtime games - PTA contributed a budget for the School Council to choose and purchase these
- Improvement of toilets - air fresheners and improved locks have been fitted

## **How do we make sure our pupils are healthy, safe and well-supported?**

- Healthy School Status indicates total commitment to pupils' health, safety and well-being.
- We continued to make sure pupils were offered a healthy diet through the provision of excellent, well balanced school meals, cooked fresh every day by our own catering staff. The NHS Fruit & Vegetable Scheme ensured all pupils received free, healthy break-time snacks every day and easy access to drinking water in classrooms to ensure pupils were well hydrated for learning. Foundation Stage pupils also received free milk every day.
- Good links with the School Nursing Service were effective in supporting parents with their children's health and directly supported pupil learning.
- Safety is paramount and achieved by regular risk assessments in line with Health and Safety guidelines. Security systems are regularly revised and reviewed to keep children safe within the school site
- Children continued to be well supported by a high level of supervision throughout lessons and at break and lunchtimes. Quality pastoral care, bound up in the caring ethos of the school, also supported children's emotional development and levels of well being, through opportunities to share thoughts and feelings.

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## **What activities and options are available to pupils?**

- A wide range of indoor and outdoor activities routinely build into the curriculum to make it creative and fun for all
- Class trips and local walks also link to the curriculum
- Music and singing plays an important part in school life with strong links to Kent Music School and Music Kindergarten, a recorder club for Year Two children and opportunities to learn the violin and cello. Every week all pupils join in a Sing Song and love to learn a range of traditional songs and rhymes
- Country Dancing and Maypole Dancing enhance the active curriculum and strong links with the Tunbridge Wells Sports Partnership have been instrumental to the introduction of a wider range of sports activities including tennis and golf!
- Club Francais offers the chance to develop a foreign language
- Drama Club enhances creativity
- The Christmas Nativity, Leavers' Concert and Parent Assemblies encourages pupils to perform

## **How are we working with parents and the community?**

- During 2006/2007 the school maintained a clear partnership with parents through an "open door" policy and very close working relationships
- The school actively involved parents in their child's induction, development, progress and transition
- Parents were encouraged to help in classrooms and the school continued to have an extremely active and supportive PTA which enhanced the life of the school, socially and economically
- Parents were involved through consultations, assemblies, special events and questionnaires and there was strong representation of parents through membership of the Governing Body
- Effective links with other professionals and outside agencies and the school's membership of the Ashford Rural Cluster of schools provided a pro-active network of support
- Links with the local community also remained strong, involving associations with the Rotary Club, St Mildred's Church, Horticultural Society and local Senior Citizens. Money was raised for charities such as Marie Curie Cancer Care as well as for charities with wider appeal: Food Aid 2006; Wheels for the World. Most notable during 2006/2007 was a particularly strong link with Su and Allan Clark who collected and delivered our "Shoes for Serbia"

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## **What do our pupils do after leaving this school?**

The majority of pupils move on to Tenterden Church of England Junior School. Some pupils move to other local primary schools and a small number of pupils transfer to nearby Independent Schools.

Tenterden Infant School has strong links with the Junior School and there is a carefully arranged programme of transition, including a two-day induction programme. Our school staff also meet Year Three staff, AEN staff and support staff to transfer pupil information and discuss individual needs.

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## Ofsted's view of our school

This is a good school where pupils' personal development is outstanding. Pupils behave extremely well and thoroughly enjoy their lessons. All parents agree their children enjoy school. One wrote, 'My son has settled so well in a very short time, he loves coming to school and gives us lots of enthusiastic feedback at tea-times.' The good teaching and learning are fun and ensure that all groups of pupils achieve very well throughout the school. Pupils in Year 2 reach exceptionally high standards in English, mathematics and science. Girls achieve extremely well in all subjects and boys reach even higher standards in mathematics.

School leaders work hard to improve reading standards for more able boys. Particularly effective support from local volunteers has had a remarkable impact on boys' attitudes to reading. Much higher targets have been set for boys this year. Targets have not yet been shared with pupils or parents. Consequently, pupils do not know what they need to do to improve their reading skills and parents do not know how to help. The school is addressing this and plans to share pupils' targets in reading, writing and mathematics shortly.

School leaders make accurate assessments of the school's effectiveness and know what is working well and what could be even better. The headteacher has high expectations for all pupils and is driving forward further improvements. There are comprehensive changes in the way the Foundation Stage is organised this year. The quality of education for children in the Reception classes is good so they make good progress. However, the school realised that children were doing well in developing language and mathematics skills and in their personal development, but were not doing quite as well in other areas of learning. The new changes provide children with opportunities to develop their skills in more enjoyable ways. At the moment, activities provided for them in the outdoor area do not make the best use of the available space.

Good links between the different subjects have enhanced the curriculum for all pupils, and improved the quality of boys' writing really well. Boys are well motivated because much of their writing is about things that interest them. Pupils' independent writing skills are impressive and their rate of work extremely productive, but they do not show the same level of skill in all subjects. Assessment of pupils' work is rigorous in English, mathematics and science but not in other subjects. Consequently, teachers' expectations of what pupils could achieve in these subjects are not as high.

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Date of last inspection: 06-Oct-2006

Ofsted graded our school as good

Inspectors made judgements on a scale: outstanding (grade 1); good (2); satisfactory (3); inadequate (4).



[View the Ofsted page for Tenterden Infant School](#)

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## What have we done in response to Ofsted?

- Ensured all pupils know what they need to do to reach their targets & shared this information with parents through Parent Consultations/End of Year Reports
- Improved the range of opportunities for children in the Foundation Stage to develop their skills in the outdoor classroom
- Ensured teachers extend accurate assessments in all subjects (i.e. Foundation subjects: e.g. history/geography/PE)

The above points for development were all incorporated in the School Improvement Plan for 2006/2007

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### More Information

If you would like more information about school policies, including our policies on special educational needs and disability, admissions, finance, school food and our complaints procedure, please contact us:

By telephone 01580 762086

Our website <http://www.tenterden-infants.ik.org>

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