

Tubbenden Primary School

Inspection report

Unique Reference Number	135899
Local Authority	Bromley
Inspection number	360779
Inspection dates	12–13 January 2011
Reporting inspector	Jon Carter

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

The registered childcare provision, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	602
Appropriate authority	The governing body
Chair	Kim Neighbour
Headteacher	Michael Youlton
Date of previous school inspection	Not previously inspected
School address	Sandybury Orpington BR6 9SD
Telephone number	01689 856029
Fax number	01689 857473
Email address	admin@tubbenden.bromley.sch.uk

Age group	3–11
Inspection dates	12–13 January 2011
Inspection number	360779

**Number of children on roll in the registered
childcare provision**

**Date of last inspection of registered
childcare provision**

Not previously inspected

Age group	3–11
Inspection dates	12–13 January 2011
Inspection number	360779

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 documentation 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'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by four additional inspectors. They observed 27 lessons taught by 21 teachers. Inspectors held meetings with school leaders and managers, representatives from the governing body and three groups of pupils. Inspectors observed the school's work, and looked at assessment information, the school's analysis of pupils' progress, curriculum plans, minutes of governing body meetings and many other documents. They analysed the responses from the 226 questionnaires received from parents and carers, as well as those from 92 pupils and 46 staff.

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

- How effectively teachers and school leaders are using assessment information about pupils' progress to help them do as well as possible, particularly exploring the interventions for pupils with special educational needs and/or disabilities.
- How effectively teachers plan learning activities which challenge all pupils, but especially the more able, so that they make rapid progress.
- How effectively those responsible for the Early Years Foundation Stage are securing rapid improvement through high quality planning and effective support.

Information about the school

Tubbenden is a larger than average primary school which was formed when Tubbenden Infant and Junior schools were merged in September 2009. Tubbenden Nursery is located within the school; it is managed by the governing body and was included as part of this inspection. 'Tubbenden School Link' provides childcare from the school buildings but is not managed by the school's governing body and was not part of this inspection. The proportion of pupils known to be eligible for free school meals is lower than average. The school has a smaller than average proportion of pupils who are not of White British heritage or who speak English as an additional language. Of those who are not from White British backgrounds, the largest groups are of Asian heritage. Very few pupils are at an early stage of learning English as an additional language.

The school has a unit for pupils with severe learning difficulties, complex social communication needs and speech and language difficulties. For this reason, the school has a higher than average proportion of pupils with statements of special educational needs. However, the school overall has a lower than average proportion of pupils with special educational needs and/or disabilities. The school holds the Artsmark Silver and Activemark awards.

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?

3

The school's capacity for sustained improvement

3

Main findings

Tubbenden Primary is a satisfactory school. Pupils respond well to the social expectations staff set of them and they are proud to achieve 'knighthoods' which acknowledge an individual's ability to uphold the school's values over an extended period of time. Pupils enjoy school. Their wider personal development is good, as shown, for example, in their behaviour around school and in lessons and their above average attendance. Pupils make a significant contribution to the life of their school community and their spiritual, moral, social and cultural development is also good.

Pupils' learning and progress in lessons are satisfactory overall. In a small minority of lessons, where teaching takes good account of what pupils already know and can do, progress is good and pupils' learning moves on rapidly. However, the quality of assessment and the use of information about pupils' prior achievements are inconsistent and this often affects the quality of lesson planning. Teachers' expectations, although almost always satisfactory overall, are not always ambitious enough to drive good progress, particularly for the most able pupils. As a result, learning and progress are no better than satisfactory in the majority of lessons. Occasionally, where learning activities are insufficiently challenging for most of the class or pupils remain unclear about the intended outcomes of their tasks, progress is inadequate.

School leaders have an accurate understanding of what constitutes satisfactory progress but the level that is accepted as good progress is not sufficiently high. When added to some inconsistencies in the way that assessment is used, more able pupils are not being sufficiently well challenged. Satisfactory monitoring of the quality of lessons is regular and usually accurate. However, the school's systems for evaluating and recording lesson observations are focused more on the actions of teaching than the impact it has upon learning. Aspects to improve the quality of teaching are correctly identified but are not always systematically and rigorously followed up by school leaders.

The day-to-day management of safeguarding ensures that pupils are safe and protected from harm. Leaders recognise that the coordination between the procedures of the school and the on-site Nursery, while satisfactory, would benefit from being better still as they want the best possible care for pupils. Currently the overall care provided is satisfactory.

Recent changes in the leadership structure have brought a number of new personnel into senior posts and staff at all levels are now more actively involved in taking responsibility for school improvement. Plans for future development indicate that school leaders and the governing body have a sound understanding of the school's strengths and weaknesses; this is based on their satisfactory self-evaluation. The school has a satisfactory capacity for sustained improvement.

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

What does the school need to do to improve further?

- Improve the quality of safeguarding from being satisfactory to good by:
 - ensuring that best practice is consistently evident in the arrangements for evaluating and reviewing safeguarding
 - increasing links between the Nursery and school, so that the procedures and partnership for safeguarding children are as well developed as possible.
- Ensure that all pupils, and particularly those who are most able, make good progress by:
 - agreeing, and communicating to staff, a definition of good progress which is more challenging
 - rigorously monitoring and moderating the quality of assessment to ensure that it is done accurately and reflects what pupils know and can do
 - ensuring lesson planning is sufficiently well focused on providing appropriate levels of challenge for all pupils
 - making best possible use of teaching assistants to support learning during whole-class teaching.
- Improve the management and overall quality of teaching and learning by:
 - ensuring that monitoring of lessons focuses primarily on learning outcomes for pupils
 - ensuring issues that are identified during monitoring activities form the focus of future observations and progress is evaluated.

Outcomes for individuals and groups of pupils

3

Pupils usually make satisfactory progress in lessons because they are engaged with and enjoy learning. Their curiosity about the world, evident when learning about sources of light in Year 1 for example, often means that they hold enthusiastic discussions with their friends about what they are learning. This zest for learning is, however, constrained when learning activities are sometimes insufficiently challenging although in these circumstances pupils are able to maintain their good standard of behaviour. Consequently pupils, particularly the most able, do not always make the progress of which they are capable.

Pupils with special educational needs and/or disabilities make satisfactory progress overall. However, the quality of planning is inconsistent and, as a result, the learning needs of these pupils are met well in some classes and satisfactorily in others. In lessons where teaching assistants are well directed and understand their role in supporting learning, pupils with special educational needs and/or disabilities make more rapid progress. For example, pupils developed a good understanding of decimal place value in a Year 6 mathematics lesson as they had access to individual and small group support and were able to have meaningful dialogue with staff. Pupils in the Unit make at least satisfactory and often better progress. This is particularly evident in the facility for younger pupils, where regular observations are made to see if pupils have met their clear and challenging targets. Pupils who speak English as an additional language make progress at a similar rate as other groups.

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

Pupils start at the school with levels of skills and knowledge that are above average. They leave the school at the end of Key Stage 2 with above average levels of attainment, and this represents satisfactory progress from their starting points. Overall, pupils sometimes make better progress in mathematics than in reading and writing. However, pupils with special educational needs and/or disabilities make better progress in reading than in mathematics due to the impact of additional support to improve their literacy skills.

The school council is active, having been involved recently in the appointment of a new deputy headteacher. Pupils enjoy attending meetings with the governing body. Many pupils take on responsibilities, including activities which promote good social and moral values such as the lunchtime 'Listening Ear' service, where pupils learn to resolve issues independently. Pupils' good participation in sporting activities helps them to maintain healthy lifestyles well and is recognised by the school's achievement of the Activemark award.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

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

How effective is the provision?

Pupils enjoy the themed activities. Lessons, which are modelled on the 'International Primary Curriculum', are successfully contributing to pupils' good cultural development and provide opportunities for pupils to demonstrate, for example, their considerable artistic talents, which has contributed to the school being awarded Artsmark Silver. However, inconsistencies in the quality of delivery across different year groups mean that some

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

pupils do not benefit from the interesting and inspiring lessons experienced by their peers, such as that seen in a Year 2 geography lesson where pupils made maps of mythical places and wrote about their imaginary worlds. Opportunities are sometimes missed to make meaningful links between English, mathematics and other subjects. The school's information and communication technology (ICT) facilities receive limited use, which prevents more rapid development of pupils' basic skills. There are a good range of extra activities which give pupils access to a wide choice of artistic, sporting and musical clubs, which are popular and well attended.

Effective transition arrangements and caring staff ensure that pupils quickly feel secure when they start school. Classrooms and corridors display pupils' work prominently and are usually bright and stimulating places. Support for vulnerable pupils is satisfactory, but stronger within the two Unit classes. While school leaders have a sound knowledge of which pupils are potentially vulnerable and suitably track their progress, occasionally individual pupils are not successfully helped to overcome the difficulties they experience because ineffective strategies are used to support them. Procedures for promoting attendance and managing absence are secure.

In the large majority of lessons, teaching is satisfactory. Staff have positive relationships with pupils and cooperation is good when pupils have to work together in pairs or small groups. Where teaching is good, lessons have detailed planning that takes good account of the differing abilities and pupils are inspired by the tasks provided. In a good Year 6 lesson requiring problem solving skills, one pupil observed, 'I am really intrigued to find out what happens when I do the next part of my calculation.' In satisfactory lessons, the most able pupils do not do as well in the time available. Teachers' subject knowledge is secure and they make appropriate use of resources such as interactive whiteboards. Teaching assistants are often used effectively during periods of independent work, but planning does not make best use of their skills in supporting learning during whole-class teaching and plenary sessions.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

Following a recent restructure, the leadership team has become more widely distributed. As a result, staff at all levels are now formally involved in the school's improvement planning processes. Leaders share the school's vision for improvement but as it is early days for some who are new, they have not yet been able to fully demonstrate the impact of their work. However, the enthusiasm with which, for example, support staff and

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

governors have approached their roles indicates that senior leaders communicate ambition and drive improvement satisfactorily.

The recent appointment of a new inclusion manager has resulted in some improvements to safeguarding systems and practices. Procedures such as multi-agency meetings and referrals to social services are sufficiently robust to ensure pupils are safe at school. Arrangements to assess risk and train staff are satisfactory. Links with appropriate safeguarding authorities, although satisfactory, are not as well established to ensure that leaders evaluate and review safeguarding procedures to very best possible effect. Leaders are keen to strengthen this further, as they are ambitious to lift the quality of care to 'good' in the future.

The governing body are involved in setting the strategic direction of the school through their involvement in school improvement planning and their visits to the school. They have provided good quality support and challenge to the headteacher and used their wide range of experience effectively in this role.

The effectiveness with which the school promotes equal opportunity and tackles discrimination is satisfactory because the school routinely monitors the progress of a wide range of groups of pupils, including those who are more vulnerable than their peers. Although this is not stringently analysed, there is little significant difference in the performance of most groups compared to their peers, although the most able pupils are not consistently challenged in lessons.

The school's promotion of community cohesion is good. School leaders have a comprehensive understanding of the school's socio-economic, religious and ethnic context. Appropriate plans have been made to tackle both current and potential issues, with successful actions particularly supporting pupils' good cultural development. National and international links are developing well and adults, including parents, governors and staff, remark positively about the good quality of relationships that exist.

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

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children clearly enjoy their experiences in the Early Years Foundation Stage. Staff have good relationships with the children, look after them well and build their confidence effectively. Those who become upset on being separated from their parents and carers, for example, are cared for sensitively in the Nursery and are quickly able to join the rest of the group and participate in the activities going on.

Cooperation between the children is strong and even the youngest are willing and able to support each other. This was illustrated well when one child, part of a group that had joined the Nursery just three days earlier, reassured his friend by saying, 'Mummy comes at the end.' In the Reception classes, children enjoy being responsible for tasks such as clearing up and respond sensibly and quickly at times of the day when routines are well established.

Provision in the Early Years Foundation Stage is satisfactory and gives opportunities for children to develop in all six areas of learning. However, some are more limited than others such as, for example, activities to engage the children, particularly boys, in writing. Consequently, children leave the Early Years Foundation Stage with stronger social and number skills than literacy development although leaders responsible for the Early Years Foundation Stage have suitable plans in place to improve the weaker areas.

Teaching assistants are generally well deployed to support learning and promote good health among the children, for example by reminding them about hand washing. Regular observations are made and assessments are recorded appropriately. However, these do not always accurately reflect what the children are able to do and, as a result, session planning does not consistently ensure that sufficiently challenging activities are available to ensure that children make good progress.

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

Leaders and managers responsible for the facilities ensure that pupils' welfare is promoted well and the setting is compliant with all the relevant childcare legal requirements. Satisfactory strategic planning for future improvement is based upon an evaluation of the setting but does not take enough account of the learning outcomes achieved by the children by the end of the Early Years Foundation Stage.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The proportion of parents and carers returning questionnaires was slightly above average. Overall, responses from parents and carers indicate levels of agreement which are above the national averages for primary schools. Where parents and carers made additional written comments, a number expressed generally positive views of the school and particularly mentioned the support of the staff in the Unit. While some parents praised their child's teachers and expressed contentment with the progress made by their child, others took the opposite view. The most prevalent negative view was one of insufficient challenge in lessons preventing better progress. Inspection evidence endorses the view about challenge, especially for the most able pupils.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Tubbenden 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 226 completed questionnaires by the end of the on-site inspection. In total, there are 602 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	120	53	100	44	3	1	0	0
The school keeps my child safe	137	61	89	39	0	0	0	0
My school informs me about my child's progress	81	36	128	57	12	5	2	1
My child is making enough progress at this school	81	37	126	56	12	5	1	0
The teaching is good at this school	108	48	111	49	5	2	0	0
The school helps me to support my child's learning	89	39	124	55	11	5	0	0
The school helps my child to have a healthy lifestyle	88	39	127	56	9	4	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)	65	29	127	56	12	5	1	0
The school meets my child's particular needs	86	38	124	55	13	6	1	0
The school deals effectively with unacceptable behaviour	66	29	138	61	13	6	1	0
The school takes account of my suggestions and concerns	54	24	137	61	19	8	2	1
The school is led and managed effectively	74	33	136	60	10	4	3	1
Overall, I am happy with my child's experience at this school	111	49	109	48	4	2	1	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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 2009 to 31 August 2010 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 2009/10 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.



14 January 2011

Dear Pupils

Inspection of Tubbenden Primary School, Orpington, BR6 9SD

Thank you for the warm welcome you gave the inspection team when we visited your school recently. We were impressed with your good manners and good behaviour as well as the pride you have in upholding the school's values and earning your 'knightshoods'.

I am writing to tell you that you go to a satisfactory school. You make a good contribution to your school community through the school council and by taking on a range of responsibilities across the school such as being prefects. Your attendance is above average well done! In most of your lessons, you make satisfactory progress. In some lessons, your teachers help you to move on more quickly because they understand how much you already know. A few of you told us that you thought that your work isn't always hard enough.

To help improve your school, we have asked the headteacher and governing body of your school to:

- develop the things that are done to help keep you as safe as possible when at school; this will help to make the care as good as possible in the future
- ensure that all pupils make better progress by making sure lessons move your learning as quickly as possible, especially if you find learning easy
- improve the way senior teachers check your learning in lessons

I am sure that you will want to help to improve your school. You can all help by letting your teachers know when you are finding your work too easy and by challenging yourself to get your work completed correctly more quickly.

With best wishes,

Yours sincerely

Jon Carter

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', 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.