

Sundridge and Brasted Church of England Voluntary Controlled Primary School

Inspection report

Unique Reference Number	118608
Local Authority	Kent
Inspection number	358399
Inspection dates	4–5 July 2011
Reporting inspector	Alison Cartlidge

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	80
Appropriate authority	The governing body
Chair	Penny Kift
Headteacher	Kathryn Taylor
Date of previous school inspection	2 October 2007
School address	Church Road Sevenoaks TN14 6EA
Telephone number	01959562694
Fax number	01959562694
Email address	office@sundridge.kent.sch.uk

Age group	5–11
Inspection dates	4–5 July 2011
Inspection number	358399

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 two additional inspectors. The inspection team observed eight lessons taught by four teachers. Meetings were held with members of the governing body, staff and pupils. The inspection team observed the school's work, and looked at pupils' books, information on pupils' progress, safeguarding policies (care and protection of pupils) and other documents. Questionnaires from 50 parents and carers, nine members of staff and 33 pupils were scrutinised.

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

- The extent to which teaching and the curriculum are increasing the progress of pupils, especially in mathematics.
- How well pupils are being involved in marking their own work to move learning forward.
- The impact of subject leaders and the governing body on driving improvement in teaching, learning and pupils' progress.
- How care, guidance and support help pupils to take responsibility.

Information about the school

This is a much smaller than average-sized primary school. Most pupils come from White British backgrounds. The proportion of pupils known to be eligible for free school meals is broadly average. The school has a high percentage of pupils with special educational needs and/or disabilities. These pupils have a wide range of needs, including complex needs and emotional and behavioural difficulties. The proportion of pupils joining or leaving the school after Year 2 is high in some years. The school has received several awards including Healthy School Status and has a Green Flag for Eco Status. Children in the Early Years Foundation Stage are taught in one class. Other classes have two year groups. There have been several changes in staffing recently, with the headteacher joining the school in September 2010.

A private nursery operates in the school but was not part of this inspection.

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

A welcoming family atmosphere helps pupils to enjoy learning at this satisfactory school. Caring members of staff have forged good relationships with parents, carers and other agencies enabling pupils with a wide range of special needs and/or disabilities to be fully included in all the school has to offer. As one pupil aptly put it, 'We are a small school with a big heart.'

Children make a good start to their education in the small and friendly Reception class. Most pupils in Years 1 to 6 make the progress expected and this leads to broadly average attainment by the end of Year 6. Pupils do slightly better in English than in mathematics. In mathematics, pupils learn the right skills but are not always confident about applying these skills to support their learning in other subjects. Pupils with special educational needs and/or disabilities make at least satisfactory progress.

Pupils' involvement in taking responsibility for tasks around the school and within the local community is outstanding. They play a large part in helping to improve the school, and have recently reviewed the behaviour policy and have been involved in planning collective worship. They take part in community events and are pleased to look after the environment. For example, they are keen to make homes for mini-beasts and to conserve energy by turning off lights, showing why they deserve the Green Flag for Eco Status.

Teachers have good relationships with the pupils and they strive to make lessons interesting. However, there are times when the pace of learning slows when pupils have been given work that is not closely matched to their differing needs or when teachers do not expect them to keep working quickly on independent tasks. Similarly, some teachers do not always ensure that all pupils are working at the right level or challenged consistently. For example, in one mathematics lesson, the more-able pupils finished the mental calculations too quickly and had to wait for other pupils to catch up.

There are satisfactory procedures for self-evaluation. If a little generous at times, the school has a broadly accurate picture of its strengths and has identified what it needs to improve. It has continued to run smoothly during the changes in staffing. As one parent put it, 'Every effort was made to maintain stability.' The school is developing at a steady pace, and the new headteacher and governing body are already having a positive impact. Leaders are strongly committed towards improving the school but the impact of subject leaders remains an area for development; mostly new in post, they have had limited opportunity to carry out a full analysis of monitoring information, identify the impact of developments on provision, or lead improvements in pupils' progress. Broadly average attainment has been maintained since the last inspection and this, together with recent improvements in teachers' marking and pupils' attendance, demonstrates the school's 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

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Raise attainment in mathematics by developing pupils' confidence in applying their mathematics' skills across the curriculum.
- Increase the proportion of good or better teaching and learning by:
 - making sure that work is consistently well matched to pupils' needs
 - ensuring that teachers have high expectations for what pupils should achieve in each lesson, especially during unsupervised activities.
- Ensure subject leaders make a stronger contribution to analysing information on provision and pupils' progress so that they can demonstrate success and iron out any inconsistencies in these areas.

Outcomes for individuals and groups of pupils

3

The majority of children are working within the levels expected for their age when they start school in the Reception Year. Pupils enjoy school, especially when playing with their friends and when being taught the interesting lessons that most receive. For example, in a science lesson in Years 5 and 6, pupils enjoyed pretending to be on a desert island while separating materials from water, and in a mathematics lesson in Years 1 and 2, pupils enjoyed finding out if there was a relationship between foot size and dinosaur height. Pupils do best in reading because these skills are supported well in school and at home, and there is easy access to a wealth of good-quality books for pupils to enjoy.

Pupils' achievement is at least satisfactory, although progress varies slightly between lessons, particularly if pupils are not provided with challenging work or are delayed by having to wait for other pupils. Pupils, including those with special educational needs and/or disabilities, make at least satisfactory progress. Pupils' sound progress in developing basic skills, along with good aspects of personal development, prepares them satisfactorily for the next stage of education and later life. Rates of attendance are broadly average and rising due to the school taking a tougher stance over term-time holidays.

Most pupils behave well in class and on the playground, and cooperate with each other well during class discussions. However, their attitudes to learning are not as strong as they should be and behaviour is therefore judged to be satisfactory overall. When working independently, for example, there are times when they lose concentration and do not consistently do their best work. In addition, pupils lack confidence in making use of their numeracy skills to support learning in other subjects. Pupils feel safe at school and are confident that any worries will be tackled swiftly by members of staff. One pupil spoke for others by saying, 'Teachers keep an eye on us.' Pupils have a good understanding about how to stay safe through their 'safety in action' training. They are exceptionally good at helping others and are especially proud of the part they play in raising funds for charities. Pupils have a good spiritual, moral, social and cultural awareness. They write sensitive prayers such as, 'May we find peace in the world', and understand that disabilities are not always clearly visible. They have a good awareness of the difference between right and wrong, and learn about cultural diversity through their strong links with other schools. The

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

school deserves its Healthy School Status because pupils appreciate taking part in sport and know that 'super fruit is good for you'. They mostly eat healthy food at lunchtime.

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	3
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	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
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	3
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?

All teachers have good skills and have developed positive relationships with the pupils. They share the purpose of each lesson with the pupils and demonstrate good subject knowledge. They plan lessons that match the pupils' interests, although they do not always ensure that work is different for the wide range of abilities in each class so that all pupils can achieve well in each lesson. This means that sometimes more-able pupils are not challenged enough, and at other times, less-able pupils struggle to keep up. Teachers and teaching assistants provide much valuable praise and encouragement for all pupils including those with special educational needs and/or disabilities. Pupils are becoming more involved in assessing and thereby improving their work by using the 'green for good' and 'purple for progress' system that the school has introduced. The impact of the new assessment system is satisfactory because pupils are not consistently encouraged to respond to the advice given.

The curriculum provides interesting topics that link subjects together in a meaningful way. Themed weeks, for example for art or mathematics, help the school to bring subjects to life and provide a wealth of additional experiences. Pupils appreciate the good enrichment opportunities provided, including visits, visitors and clubs. For example, they grow

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

vegetables in the school and in their allotment. The school recognises the need to increase and improve opportunities for pupils to gain confidence in using their mathematics skills in other subjects.

Members of staff know the pupils and their families very well and go the extra mile to support them academically and socially. Parents and carers make positive comments such as, 'I always feel happy to approach school staff and they are always helpful' and 'The school has a fantastic caring, nurturing approach to developing children.' There is good support for children when they first join the school in the Reception or in subsequent years.

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	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The new headteacher is steering the school in the right direction. Leaders embed ambition and drive improvement satisfactorily because there is a clear and shared understanding of what needs to be done to improve the school so that it can become good in the future. Advice on how to improve teaching and learning is well received by members of staff. The school is supporting its subject leaders appropriately and is keen to ensure that its new members of staff will enhance their contribution to the school's improvement programme as soon as they become more firmly established within the school. Leaders promote equal opportunities and tackle discrimination well. All pupils are included very well socially, and the school is working well to eliminate any slight unevenness in the learning and progress of pupils. For example, recent developments in writing topics to support the interest of boys are proving to be popular with all pupils.

The school's safeguarding arrangements are thorough and most parents and carers who replied to the inspection questionnaire agree that pupils are kept safe at school. There are good procedures for first aid, and policies are kept up-to-date.

Governance is satisfactory and is improving. The governing body is starting to have an impact on improving provision and pupils' progress. The school has established good partnerships and links with other communities, and promotes community cohesion well by providing pupils with good opportunities to learn about cultures other than their own. For example, pupils recently gained new experiences from a visit to a school in London, and pupils exchange news with a school in Uganda.

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	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
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 make good progress in the Reception Year. Members of staff care for the children effectively and meet their specific needs well in this small, intimate class; consequently, most children enter Year 1 with levels of attainment that meet expectations. They make best progress in speaking, reading, and knowledge and understanding of the world because these skills and qualities are promoted especially well. For example, children read sentences and matched them to digital photographs, enjoyed joining in with their own story about going on a dinosaur hunt, and shared their observations about differences and similarities between various dinosaurs. Children's ability in mathematical development is a comparative weakness that is being addressed with daily mathematics sessions. There is a good balance between tasks that children have chosen for themselves and activities that are led by adults. Occasionally, some adult-led activities do not involve all children fully and, when this happens, learning for these children slows slightly.

Close links with parents and carers enable children to settle into school routines swiftly, to enjoy learning and behave sensibly. Members of staff work together closely to support children and they assess their learning accurately. Leaders have managed the changes in staffing successfully and have clear plans to create more space indoors and outside to increase the development of less-mature children.

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 the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

There was a high return of questionnaires from parents and carers. Most are pleased with all aspects of the school's work. They are especially pleased with the way that their children are kept healthy and happy at school. The inspection team also found this to be the case. A few parents and carers expressed concerns over the way unacceptable behaviour was dealt with. During this inspection, the inspection team found that behaviour was satisfactory, and that the school has recently worked with the pupils to review the behaviour policy so that guidelines are better understood.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Sundridge and Brasted Church of England Voluntary Controlled 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 50 completed questionnaires by the end of the on-site inspection. In total, there are 80 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	37	74	11	22	0	0	0	0
The school keeps my child safe	36	72	12	24	2	4	0	0
My school informs me about my child's progress	31	62	18	36	1	2	0	0
My child is making enough progress at this school	27	54	21	42	1	2	0	0
The teaching is good at this school	34	68	13	26	2	4	0	0
The school helps me to support my child's learning	32	64	17	34	0	0	0	0
The school helps my child to have a healthy lifestyle	37	74	11	22	2	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)	30	60	17	34	0	0	0	0
The school meets my child's particular needs	28	56	21	42	1	2	0	0
The school deals effectively with unacceptable behaviour	21	42	21	42	6	12	0	0
The school takes account of my suggestions and concerns	24	48	22	44	3	6	0	0
The school is led and managed effectively	31	62	16	32	2	4	1	2
Overall, I am happy with my child's experience at this school	39	78	8	16	3	6	0	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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 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 2010/11 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.



6 July 2011

Dear Pupils

Inspection of Sundridge and Brasted Church of England Voluntary Aided Primary School, Sevenoaks TN14 6EA

We enjoyed coming to see your friendly school. Thank you for being so helpful during our visit. Your school provides you with a satisfactory education.

These are the best things about your school:

- You are good at reading and learn quickly in the Reception Year.
- You enjoy coming to school and find lessons to be interesting.
- Well done for being exceptionally good at helping around the school and in the local area! We are pleased that you helped to make the behaviour policy clearer.
- We agree with you when you say that teachers look after you well.
- The headteacher and other leaders know what needs to be done to make the school better.

These are the things we have asked your school to do next to make it better:

- Help you to do better in mathematics by helping you to have more confidence in applying your numeracy skills to support learning in other subjects.
- Ensure that you are always given work that is just right for you and make sure you always work hard, even when you are not working with an adult.
- Make sure that teachers who look after subjects look closely at all the information collected about how well you are doing so that they can demonstrate the school's successes and help to iron out any inconsistencies.

Thank you once again for telling us about your school and letting us see your work. All of you can help your teachers by always doing your best work.

Yours sincerely

Alison Cartlidge

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.