

# Hildenborough Church of England Primary School

Riding Lane, Tonbridge TN11 9HY

**Inspection dates** 4–5 October 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Most pupils achieve well in English and mathematics, especially in Key Stage 2. Since the last inspection, test results have been on an upward trend in English and mathematics.
- The headteacher, together with a strong team of senior and middle leaders, has brought about rapid improvements to the school.
- Pupils enjoy being in school and their attendance in the last three years has been above average.
- There have been very few incidents of unacceptable behaviour in the last three years.
- The school provides many opportunities for pupils' spiritual, moral and social development, especially through well-led assemblies.
- The strong governing body has helped the school to address weaknesses, particularly in teaching. This had led to improvements in the teaching of mathematics, especially at Key Stage 2, and in English across the school.
- Teachers mark pupils work well and provide opportunities for pupils to respond to comments on how to improve their work; as a result, pupils make good progress overall.

### It is not yet an outstanding school because

- Teachers do not always make sure that the most able pupils are doing as well as they can in mathematics, especially in Years 1 and 3.
- In a small proportion of lessons, teachers talk for too long and do not always use effective questioning methods to check pupils' understanding.

## Information about this inspection

- Inspectors observed teaching in all classes. They observed 14 lessons, four of which were joint observations carried out with the headteacher. Inspectors also carried out short visits to other lessons across the school, observed assemblies and listened to pupils read.
- Meetings were held with staff, pupils, the Chair of the Governing Body and a representative from the local authority.
- Inspectors took account of 44 responses to the online Parent View questionnaire as well as the views of a small number of parents communicated by letter.
- Inspectors scrutinised a range of documentation, including national published data and the school's own data, the school's self-evaluation, improvement plans, safeguarding policies and records and documents relating to performance management.

## Inspection team

Justina Ilochi

Lead Inspector

David Westall

Additional Inspector

## Full report

### Information about this school

- Hildenborough Church of England Primary School is smaller than the average-sized primary school.
- The great majority of pupils are of White British heritage and very few speak English as an additional language.
- Since the last inspection, the school has experienced a period of turbulence in relation to staffing. There have been three different headteachers as well as a period of long-term illness for key members of staff and a reorganisation of the governing body. The current headteacher took up post in April 2011.
- The proportion of disabled pupils and those who have special educational needs supported at school action, school action plus, or with a statement of special educational needs, is below the national average.
- A small proportion of pupils are known to be eligible for additional funding through the pupil premium. There is a significant year-on-year variation in proportions of pupils that qualify for additional funding, such as pupils eligible for free school meals. The proportion of disabled pupils and those with special educational needs also fluctuates from year to year.
- The school has recently joined three other local primary schools to form the Tonbridge Village Collaboration. This close partnership is supported by a local authority adviser.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

### What does the school need to do to improve further?

- Improve the teaching of mathematics in order to increase the rate of progress for the more able pupils, particularly in Year 1 and Year 3, by:
  - ensuring that tasks are always set at the right level
  - providing more opportunities for pupils' problem solving skills in mathematics to be extended.
- Eliminate the small proportion of teaching that is less than good by ensuring that:
  - questions are always used effectively to check pupils' understanding
  - teachers do not slow the pace of learning by talking for too long
  - marking is consistently effective in informing pupils on how to improve their work.

## Inspection judgements

### The achievement of pupils is good

- Children in Reception make good progress from their starting points. The proportion reaching or exceeding the expected level of skills development by the end of the Reception Year has risen year on year and is above average.
- Standards are significantly above average in English and mathematics in Year 6, Year 5, Year 4 and Year 2 but broadly average in Years 1 and 3. Although staff effectively meet the needs of the high proportion of pupils in these groups who have additional needs, teachers do not always set tasks at the right level for the few more able pupils, especially in mathematics. There are not always enough opportunities for pupils to develop their problem-solving skills in mathematics.
- Progress overall is good at Key Stage 1 and Key Stage 2. Evidence from pupils' work and the school's current progress data indicates that pupils had made good progress in English and mathematics across all year groups. Many pupils make rapid progress, particularly in Year 6 and Year 2.
- The progress of disabled pupils and those with special educational needs is good overall and outstanding in some lessons because of the high support provided by additional adults.
- Pupils' reading skills develop well. The result of phonics testing (letters and the sounds they make) for six-year-olds in Year 1 demonstrates pupils' above average reading skills. This is reflected across the school.
- In writing, rapid improvements in pupils' progress directly reflect the school's focus on quality of teaching, training for staff and the effectiveness of the Tonbridge Village Collaboration.

### The quality of teaching is good

- Most teaching is good, with some examples of outstanding classroom practice. A small minority of lessons still require improvement.
- Expectations are high and communicated well to pupils. In the most effective lessons, expectations are particularly high and help pupils to make rapid progress. Pupils, including those that need extra help, make good progress and reach above average standards.
- The teaching of reading is good. Phonic knowledge is developed systematically and taught particularly well in Reception and Key Stage 1 so pupils make good progress. Older pupils use good opportunities to read and to talk about what they are reading with their teachers.
- Teaching in Reception is good overall and sometimes outstanding. A well planned mixture of teaching and play, both inside and outside the classroom, contributes well to the children's good learning and progress.
- Most work is set at the right level. The majority of teachers use what they know about pupils' prior learning to plan tasks effectively that match pupils' ability levels. However, in lessons requiring improvement, tasks set are not always at the right level to ensure that more able pupils are building upon what they already know.
- The support of additional adults is good. Pupils in need of extra help are well planned for and supported to make the progress of which they are capable in lessons. For example, in an outstanding Year 4 English lesson, guidance given to pupils identified as having special educational needs helped them to extend their knowledge and skills particularly well.
- Teachers' questioning is good and sometimes outstanding. While questioning draws pupils into discussion and engages them, it is not used often enough in some lessons to gauge the extent of the pupils' understanding and to encourage pupils to think harder.
- In the main, marking is regular and systematic. Both teachers and pupils understand how marking contributes to progress. Teachers mark most work in a way that helps pupils to improve by encouraging pupils to respond to comments on their work and acknowledging corrections following comments. Nevertheless, this practice is not yet consistent across the school and,

where marking is less effective, pupils are not always clear about what they need to do to improve.

- Pupils' progress slows in a minority of lessons. This is because of too much teacher talk and too little pupil participation, and is especially the case for the more able in mathematics.

### **The behaviour and safety of pupils** are good

- Behaviour in lessons is generally good. Pupils have positive attitudes to learning. They concentrate on their work and most persevere in order to complete tasks but pupils' attention wanes in less effective lessons.
- Adults are good role models for pupils both inside and outside the classrooms. A good example was seen in a lesson in Reception where the teacher and support staff actively taught pupils to take turns speaking and listening to each other.
- Pupils develop good social skills. They get on well together and respond positively to adults. Most pupils are developing into confident speakers and contribute well in conversation with other pupils and adults. There is very little evidence of misbehaviour in the playground.
- Pupils enjoy school and attendance is consistently above average. There have been very few incidents of unacceptable behaviour in the last three years and no exclusions. They feel safe in school and are confident that any form of bullying is not a problem, Pupils are respectful and considerate to each other and this contributes to their good learning.
- Pupils, staff and almost all parents say behaviour is good and well managed. In the most effective lessons, behaviour is exemplary.
- Instances of bullying are carefully recorded. School records show that bullying is rare and when it happens it is dealt with effectively. A very small minority of parents expressed concerns about bullying in their parent view returns but evidence gathered during the inspection showed that any such incidents are handled well by the school.

### **The leadership and management** are good

- The headteacher has brought about significant improvements in pupils' achievement since her appointment in April 2011. The headteacher has high expectations for the achievement of all pupils which she communicates very clearly so that all staff share common aims. Leaders carry out regular and rigorous checks and look in detail at how well teachers are working, giving them help to improve.
- Pupils are taught a broad range of subjects. They have several opportunities to read and write in a range of contexts but fewer chances to extend their mathematical skills. The development of spiritual, moral, social and cultural aspects of the curriculum is a strength. However, leaders are aware that there is scope for more focus on the richness and diversity of culture within the United Kingdom.
- The ongoing training of teachers is very effective and is sharply focused on identified areas for improvement. Teachers benefit from training opportunities provided through the Tonbridge Village Collaboration. The increased interaction between partnership schools has enabled a good flow of expertise and a strengthening of monitoring across the schools, led by a local authority adviser.
- Interventions to support pupils with particular needs are effectively monitored and checked against systematic criteria to measure impact. Effective systems for checking the progress of disabled pupils and those with special education needs underpin the school's procedures for tackling potential underperformance.
- The school has adopted a strong 'triangulation model' that is based on accurate scrutiny of data

and planning, closely looking at work in pupils' books, and lesson observations. Consequently, areas for improvement have been identified accurately with a secure evidence base. The school's focus on writing has led to a significant proportion of pupils in Year 6 reaching higher standards.

- The local authority maintains a 'soft touch' approach in supporting the school, following more intensive support in the period of high turbulence. For example, supporting the new headteacher through joint observations has been particularly effective in the identification of areas for development for teachers and has led to an increase in the proportion of good and better teaching.

■ **The governance of the school: is good**

- The governing body receives comprehensive evaluations of the school's performance. It has worked very well to ensure that the issues highlighted in the last inspection report are addressed. It knows what the school is doing well and where it could do better because it is fully involved in the school's well-focused self-evaluation activities. For example, governors monitor closely the use of additional funding through the pupil premium.
  - Members of the governing body have good opportunities to join senior leaders when they visit lessons and check the quality of pupils' work.
  - The governing body ensures that safeguarding arrangements meet statutory requirements and that equality of opportunity is promoted.
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## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	118603
<b>Local authority</b>	Kent
<b>Inspection number</b>	401769

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	191
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr. Barry Leggett
<b>Headteacher</b>	Pam Scott
<b>Date of previous school inspection</b>	8–9 July 2010
<b>Telephone number</b>	01732833394
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