

# Bobbing Village School

Sheppey Way, Sittingbourne, Kent, ME9 8PL

**Inspection dates** 6–7 November 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		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils achieve well above the national average in reading and writing and above average in mathematics when they leave the school.
- Teaching is typically good and continues to improve. Teachers check the progress of their pupils carefully.
- Initiatives carried out by the executive headteacher and head of school have led to rapid improvement in the school's overall effectiveness and, in particular, pupils' behaviour.
- Staff and governors accurately evaluate how well the school is doing and know what it needs to do to improve further.
- Pupils thoroughly enjoy their work. Their behaviour and attitudes are exemplary and the school rigorously ensures their safety.
- The good reviews on how well pupils achieve in their national tests enable the school to target support carefully to ensure that results remain high.
- Regular and effective checks on how well staff are performing and focused staff training place the school in a strong position to continue to adapt and improve further.

### It is not yet an outstanding school because

- A very small proportion of pupils, mainly girls, do not always make enough progress in mathematics in Key Stage 2.
- The quality of written advice to guide pupils' next steps in learning is variable and few pupils respond directly to the advice given.
- Teachers do not always question pupils effectively enough to check their understanding in lessons or adapt lessons quickly enough to ensure all pupils make at least good progress.

## Information about this inspection

- Inspectors observed teaching in all classes. They visited 13 lessons. Three observations were made jointly with senior leaders.
- The inspection team held meetings with governors, staff, pupils and a representative of the local authority.
- The inspection team observed other work of the school, including the school’s plans for improvement, recent local authority reviews, details of the work of the federation, safeguarding information, assessment records, attendance information and the school’s checks and information on pupils’ progress.
- Account was taken of the responses in 24 questionnaires completed by members of staff and 33 responses to the on-line questionnaire (Parent View).

## Inspection team

Gavin Jones, Lead inspector

Additional Inspector

Jennifer Cutler

Additional Inspector

## Full report

### Information about this school

- This is an average-sized primary school, with the number on roll remaining constant over recent years. It has provision for Early Years Foundation Stage children in one Reception class. There is one class per year group.
- Most pupils are of White British heritage. Hardly any speak English as an additional language.
- The proportion of disabled pupils and those with special educational needs supported through school action is average, as is the proportion of pupils who have more severe learning difficulties or a statement of special educational needs.
- The proportion of pupils known to be eligible for the pupil premium funding is much lower than the national average.
- In 2012, the school's results in national tests for 11-year-olds met the government's floor standard, which sets the minimum expectations for attainment and progress.
- Bobbing has been federated with Iwade Primary School for several years, but does not share the same site. Both schools are overseen and managed by the same governing body and executive headteacher.

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

- By July 2013, ensure all teaching is at least good and increase the proportion of outstanding teaching by:
  - improving the quality and consistency of teachers' marking to help pupils make more rapid progress
  - ensuring teachers ask pupils more frequently about what they understand throughout lessons
  - changing the focus of the lessons more quickly if pupils are finding some learning difficult.
- Ensure pupils achieve better in mathematics, particularly girls, by:
  - improving teachers' subject knowledge and competency in mathematics
  - ensuring all teachers fully understand how mathematical knowledge and skills are taught in progression from Reception to Year 6
  - ensuring teachers are confident in assessing pupils' progress at all levels of the mathematics programme.

## Inspection judgements

### The achievement of pupils is good

- On entry to the Reception class, children's skills are broadly at the levels expected for their age, although their language skills are sometimes lower. Good teaching and well-established routines help children settle quickly to school and make good progress in their learning. For example, as soon as registration has been taken children are ready and very willing to start work, whether following their own ideas or working in groups with adults.
- Children achieve well in all aspects of their language and communication skills in the Reception class, because of the good quality teaching they receive from both the teacher and support staff.
- The school develops pupils' reading skills well and the teaching of phonic skills (the sounds letters make) has been effective in ensuring that over three quarters of pupils taking the Year 1 phonics tests met nationally expected levels.
- Pupils build on this good progress across the school in most areas, so that in the recent national tests their results were well above the national averages in English, reading and writing. In mathematics, although results were above average, they did not quite match the high levels reached in English. This good profile of results, particularly in English, has been the case for several years, illustrating pupils' consistently good achievement.
- The small number of pupils with disabilities and those with special educational needs make good progress because of the good support they receive from their teachers and support staff. In the same way, the small number of pupils eligible for the pupil premium also make good progress as funds are spent effectively on small-group tuition work, specialist teacher help for literacy and numeracy and specialised programmes to help improve pupils' phonic skills.
- There is some difference between the progress in mathematics of a very small group of pupils, mainly girls, and the rest of the year group. The school is already trying to remedy these weaknesses through the teaching of small groups and the use of a learning mentor to give some pupils specific support. Early signs of improvement are positive. For example, in an outstanding mathematics lesson, a small group of girls were working very effectively with a teaching assistant, resulting in that group being able to keep pace with the rest of the class and make similar excellent progress.
- Pupils apply their writing skills to a range of subjects and numeracy skills are seen in use in science lessons, for example. Pupils read widely across the curriculum, not least in their innovative project work, called 'Creative Learning Journey'. This is where pupils combine writing, numeracy and information and communication technology (ICT) in topics ranging from a science based topic called 'Infinity and beyond' to a topic on Ancient Greece linking English, ICT and art.

### The quality of teaching is good

- Teaching across the curriculum is typically good. It is sometimes better than this in literacy. The numeracy leader is aware of the need to fine tune teachers' own knowledge and understanding of how pupils progress in mathematics from Reception to Year 6, as well as sharpening the way teachers use information on pupils' progress.
- Teachers consistently demonstrate positive features outlined in the nationally agreed Teachers' Standards. The vast majority of parents who made their views known on Parent View, along with the pupils, are positive about the quality of teaching.
- Aspects of language and communication are particularly well taught in the Reception class, as is the support for children's personal development. These have positive impacts here and elsewhere in the school on the development of reading and writing, leading to high standards by Year 6.
- In the best taught lessons learning is fun, interesting and exciting. For example, in a poetry writing lesson in Year 4, excellent discussion between pairs of pupils got them all involved and

interested. Pupils could clearly see how to use their previous learning to make progress in the current lesson. Very skilful questioning probed understanding and support staff played a vital role in the learning process; dividing the class into more manageable groups ensured pupils were being challenged at their own levels.

- Questioning is, in the main, used effectively, although sometimes it is not used consistently enough to check how well pupils learn during lessons. As a result, teachers occasionally do not modify pupils' learning or activities well enough to enable all groups to make good progress.
- In most lessons the pace of learning is brisk and teachers make good use of interactive whiteboards to explain learning and focus pupils' attention. Tasks are carefully matched to pupils' abilities and good relationships between adults and pupils help ensure that pupils are motivated to learn. However, the marking of some work is less effective and pupils do not respond to teachers' marking often enough to show that they understand how to improve.

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

- Pupils' outstanding behaviour in lessons, at playtimes and outside school is a strong factor in ensuring that the pupils make good progress at the school and enjoy attending.
- The school is very welcoming and provides a very safe environment for pupils. They have a strong understanding about how to keep safe and clearly understand the dangers of local roads.
- Virtually all parents and carers who responded through Parent View were extremely positive about pupils' behaviour.
- Pupils show a high regard for one another, respecting differences and working together readily in classroom situations. They confirm that behaviour is typically good. They had difficulty, in conversation with inspectors, in remembering incidents of bad behaviour or bullying, but added that, if there were any, they would be very quickly dealt with by teachers.
- Attitudes to learning are excellent. Pupils are very keen to respond to questions and very prepared to talk and listen to their partners in class.
- There are very good opportunities for pupils to extend and improve their spiritual, moral, social and cultural awareness. This is seen in a wide range of visitors from different cultures and a good range of opportunities in religious education, geography and history. Pupils also have good opportunities for reflection in assemblies and older pupils enjoy taking on responsibilities. As a result of all this pupils show high levels of respect, understanding and concern for others in different parts of their own country and in the wider world.

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

- The excellent vision and leadership of the executive headteacher have been pivotal in leading the school to improve since the last inspection. The head of school and other senior leaders have played strong parts in the process.
- Priorities for development have been the correct ones and have been pursued with rigour, resulting in clear improvements such as in maintaining high levels of attainment, continuing good progress, improved behaviour and better quality teaching.
- Key subject leaders know their subjects well and have supported colleagues well in order to improve their understanding, planning and teaching and accelerate pupils' progress. After a period when the school was focused on raising achievement in English, the leader of mathematics is now well placed to drive improvement in the subject and has already begun the process of analysing data, noting areas for development and supporting some teachers in improving their lessons.
- Leaders have devised effective procedures and policies to meet the differing needs of the two schools in the federation. Strategies such as sharing subject leaders and the use of joint training activities for teachers have been particularly effective in promoting good achievement.
- Leaders keep a close eye on the quality of teaching and pupils' learning through looking at

pupils' work, walks around the school to gauge how well pupils are learning in each class and observations of specific lessons. This gives leaders a clear picture of strengths and areas for development. Leaders use this information effectively to plan appropriate staff training. Decisions about teachers' pay and promotion are linked closely to the quality of teaching and pupils' progress.

- Regular checks on pupils' progress by class teachers enable them to be well prepared for termly pupil progress meetings, where they discuss with senior leaders the progress of all pupils in the class.
- The good curriculum promotes pupils' academic and personal development, with literacy given a particularly high profile, and the school is beginning to succeed in boosting the learning of girls in mathematics. The curriculum is enriched by a wide range of visits, visitors and after-school club activities.
- The local authority provides regular good quality support and, alongside the senior leaders, is constantly seeking to assist further improvement.
- All statutory safeguarding and vetting procedures are met.
- **The governance of the school:**
  - The governing body demonstrates a good understanding of the strengths of the school and where it must improve. It uses the information it collects on the school's performance to make sure senior leaders are not complacent about how the school can improve further. Training has been taken on by a good range of governors. This has recently enabled them to have a much greater understanding of information on pupils' progress. Governors have a clear understanding of how the performance of teachers is managed, using a range of information to help guide decisions about promotions or salary progression for staff. The governing body makes effective use of the federation to obtain best value in a range of areas for the school, such as buying equipment and supplies. It has not been found wanting when difficult decisions have had to be made, spotting where the quality of teaching could be improved, for example. Governors know in detail how pupil premium funds are being spent and the impact of this on pupils' learning.

## 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>	118333
<b>Local authority</b>	Kent
<b>Inspection number</b>	401743

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>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	210
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Dennis Batson
<b>Headteacher</b>	Katrina Ware (Executive headteacher) Lois Hudson (head of school)
<b>Date of previous school inspection</b>	28–29 January 2010
<b>Telephone number</b>	01795 423939
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