

Sundridge and Brasted Church of England Primary School

Church Road, Sevenoaks, Kent, TN14 6EA

Inspection dates 26–27 June 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Achievement requires improvement because progress, although improving, is too uneven across the school.
- The pace of teaching and learning is not consistently rapid enough to ensure that pupils achieve as well as they might. Introductions to lessons are sometimes overly long and cut down the time pupils have for independent work.
- Information from tracking pupils' progress is not always used effectively enough to plan work that is precisely matched to pupils' learning needs and, sometimes, the purpose of the learning is not made clear to pupils.
- Teachers do not always give pupils enough opportunities to be resourceful, take risks and be independent in their learning.
- Teachers occasionally miss opportunities to show pupils what work they want from them, particularly in writing, and do not make their expectations clear.
- The capacity of other leaders and managers has not been sufficient over time to have a marked impact on supporting the headteacher in securing school improvement in teaching and achievement.

The school has the following strengths

- The headteacher provides good leadership and management and is relentless in her drive to ensure the best possible learning experiences for pupils.
- The governing body is increasingly providing good support to the headteacher's drive for improving achievement.
- Children get a good start to school in the Early Years Foundation Stage and make good progress.
- There are excellent relationships between teachers and pupils. Pupils trust their teachers, work hard and want to do well.
- Behaviour is good. Pupils are polite, friendly, caring and considerate and have good attitudes to learning.
- Pupils are proud of their school and really appreciate the small, family atmosphere. They enjoy coming to school, as shown by their above average attendance, and say they feel safe and secure.

Information about this inspection

- The inspector observed 12 lessons or part lessons, including some joint observations with the headteacher. In addition, the inspector talked to pupils about their work and listened to some of them read.
- Discussions were held with the headteacher, other staff with key leadership responsibilities, groups of pupils, the Chair of the Governing Body, a representative from the local authority and headteachers from schools who work in collaboration with Sundridge and Brasted.
- The inspector observed the school's work and looked at a range of documents including the school's assessment of its own performance, the school improvement plan, records of pupils' progress, monitoring information and the safeguarding procedures.
- The inspector took account of 38 responses to the on-line Parent View survey and 10 questionnaires returned by staff.

Inspection team

Margaret Coussins, Lead inspector

Additional Inspector

Full report

Information about this school

- Sundridge and Brasted is much smaller than the average-sized primary school.
- Most pupils are White British.
- The proportion of disabled pupils and those who have special educational needs supported by school action is below average. The proportion supported at school action plus or with a statement of special educational needs is above average.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The proportion of pupils for whom the school receives additional funding (the pupil premium) because they are known to be eligible for free school meals, are in the care of the local authority or are from service families is below average. At Sundridge and Brasted, most pupils eligible for the pupil premium are those entitled to free school meals.
- In some years, the proportion of pupils who start at the school during Key Stage 2 is above that found nationally.
- The school makes provision for the Early Years Foundation Stage in a combined class for the Reception children and Year 1 pupils.
- The school provides a daily breakfast club.
- There is a nursery on the school site that is managed by a private provider and, therefore, not included in this inspection.

What does the school need to do to improve further?

- Improve teaching so that it is consistently good or better in order to raise achievement by:
 - ensuring there is a rapid pace to learning and pupils have enough time to complete work independently
 - using information about the progress pupils make to plan work that is precisely pitched at the right level for all abilities
 - making sure pupils are clear about the purpose of their learning
 - providing pupils with more opportunities to be resourceful, take risks and be independent in their learning
 - taking more opportunities to show pupils examples of the writing they should produce and so make clear what is expected of them.
- Strengthen the impact of the role of subject and other leaders, including governors, so all give the strongest possible support to the headteacher by playing a greater part in securing improvements in teaching and achievement.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement requires improvement because progress has not been consistently good across the school.
- The small numbers in the year groups mean that data on attainment needs to be interpreted with caution; as, for example, in 2012, one pupil represented 10% of the Year 6 group. However, from their starting points, too few pupils have made expected or better progress.
- Attainment fluctuates year on year because of the small numbers, variations in the abilities of year groups and the proportion of pupils who start at the school in different year groups in Key Stage 2. Taking these factors into consideration, however, attainment has been broadly average by the time pupils leave at the end of Year 6, despite a dip in the 2012 test results. Pupils achieve well by the end of Year 2 and attainment is above average. Overall progress is slower in Key Stage 2, often because pupils who join late do not have continuity in their learning and not enough time to catch up at the school.
- Lesson observations and pupils' current work show that pupils are on track to reach higher standards this year in reading, writing and mathematics by the end of Year 6.
- All groups, including disabled pupils and those who have special educational needs, generally make similar progress to that of other pupils as support is increasingly carefully tailored to meet individual learning needs.
- Children start at the school in the Reception Year with skills and knowledge that vary from year to year and get a good start to learning. Staff have a good understanding of the needs of young children. They develop children's confidence and independence well so all make good progress in their learning.
- Pupils in Key Stage 1 have a confident knowledge of phonics (linking letters to the sounds they make), which helps them read unfamiliar words and develop their writing skills. In the Year 1 phonics screening check in 2012, taken by the current Year 2 pupils, the proportion achieving the expected result was above average. The screening check for pupils currently in Year 1 indicates that the proportion reaching the expected result has increased further. By the time they reach Year 6, most pupils are fluent, enthusiastic readers who can express preferences and read at length for enjoyment.
- The focus on mathematics, which was an area to improve in the previous inspection, has prompted effective action to improve standards, for example mathematics 'passports' to improve mental mathematics and more time spent in problem solving and investigative activities.
- In writing, there has been a focus on spelling and handwriting and, although whole-school approaches have been agreed, these are not yet fully embedded across the school. The school has already correctly identified that insufficient focus is given to developing writing skills through teachers using effective examples of good practice and guided writing sessions.
- There were not enough Year 6 pupils in 2012 known to be eligible for the pupil premium to comment, reliably, on their attainment in English and mathematics.

The quality of teaching

requires improvement

- Teaching requires improvement because the quality of teaching across the school is not consistently good enough to result in pupils' good achievement. There is not yet enough good or better teaching despite recent improvements as a result of the headteacher's determined efforts.
- The pace of teaching is not always fast enough and often teachers spend too long talking at the beginning of lessons so that pupils do not always have enough time to get on with their independent work.
- Teachers do not always make the most of pupils' good behaviour and attitudes by giving pupils opportunities to be more resourceful, independent and creative, and taking more responsibility

for their own learning.

- Teachers do not show pupils what good writing is frequently enough or work effectively with small, guided groups to make clear what their expectations are for pupils' writing.
- There are good relationships between pupils and adults and, as a result, pupils want to do well and are prepared to work hard. Teachers are caring and know the personal needs of pupils well, but the information from checks on pupils' progress is not consistently used to maximum effect to plan work that more precisely meets the needs of pupils of all abilities.
- Sometimes the learning intention of lessons is confused with the task and so pupils are not always clear about the purpose of their learning.
- Teachers mark pupils' work well and regularly and provide useful information to pupils about the next steps in their learning. Pupils have good opportunities to respond to comments and to evaluate their own and others' progress.
- Teaching and improved provision in the Early Years Foundation Stage are a strength. The small outdoor space and the classroom space are planned and managed very effectively to provide a range of stimulating activities that motivate children and develop their curiosity and enquiring minds and provide good opportunities for creative, imaginative learning.

The behaviour and safety of pupils are good

- The large majority of pupils behave well in lessons, around the school and on the playground. School records show that this is typical of behaviour over time. They are helpful to visitors, well mannered and considerate towards one another.
- On only a very few occasions, some pupils become distracted when activities are not pitched at the right level or at the right pace to fully challenge or engage them, which is why behaviour is not outstanding.
- The few pupils who find it difficult to manage their own behaviour are supported and managed extremely well so they continue to learn and any incidents of inappropriate behaviour do not disrupt the learning of others.
- Pupils get on well together and many told the inspector how much they enjoyed school and especially appreciated the small school, family atmosphere. Their enjoyment is reflected in their above average attendance.
- Pupils feel that their teachers really help them to learn. For example, a group agreed with one pupil who said, 'My teacher is not just a teacher, he's also like a best friend because he helps us improve and always encourages us.'
- Pupils say they feel safe and secure in school and have a good understanding of e-safety as well as how to stay safe in different situations.
- Pupils say they are not aware of any bullying but are confident and trusting that, if any incidents were to occur, staff would sort things out quickly and fairly. They understand that bullying can take different forms such as name calling, physical, cyber bullying or prejudiced-based bullying.
- Pupils enjoy the responsibilities they are given, which they take seriously and carry out with maturity and confidence.
- Pupils who attend the breakfast club get a good start to the day. It is a friendly, social occasion and pupils appreciate the time to be with friends or, as many were observed doing, 'just getting stuck into a book'.
- All parents agree that their children are happy at school and most feel that their children feel safe, are well looked after and behave well. Inspection findings endorse their views.

The leadership and management requires improvement

- Leadership and management require improvement because, in part, staff changes since the

previous inspection have impeded the momentum of school improvement and there has not been full capacity or leadership skills, other than from the headteacher.

- Despite these setbacks, the headteacher, who leads the school very well with a passion and drive and a refusal to accept anything less than the best for pupils, has secured improvements in key areas of teaching and achievement.
- Forward planning and new appointments to increase leadership capacity have already started to have an impact on pupils' progress and further changes planned for next term have been carefully managed to build on current improvement. These changes demonstrate that the school has the capacity to improve further, although it has not yet produced consistently good teaching over time.
- Pupils' progress is tracked efficiently and challenging targets are set for literacy and numeracy. However, progress information has not, until recently, been used effectively by some leaders or class teachers to ensure better achievement.
- Regular checks are made on the quality of teaching and learning and support provided where weaknesses are identified. Any teaching that has remained inadequate in the past has not been acceptable. Targets are set for teachers that are linked well with the progress pupils make. Teachers know they are accountable for pupils' progress and that this is linked to pay and salary progression.
- The school has a clear understanding of its own effectiveness. There is a shared understanding between staff and governors of the current position and what is needed to move forward.
- The recent and efficient management of provision for disabled pupils and those who have special educational needs is ensuring that they make similar progress to that of others. The school has correctly identified the need for identification of potential difficulties at an earlier stage and is taking steps to make sure action is taken on this matter.
- The subjects taught are well planned to engage the interests of mixed-age classes and to ensure that all aspects of learning are covered. In addition, there is a good programme of extra activities that enrich pupils' learning and support the development of their academic and personal skills. Pupils' spiritual, moral, social and cultural development is promoted well through the school's inclusive ethos that underpins all that it does.
- The school is strongly committed to ensuring that pupils have equality of opportunity and that pupils learn without fear of discrimination. However, the school is aware that not all pupils are achieving as well as they might.
- Support for pupils whose circumstances make them vulnerable and the school's work with families and the community are strengths and enables the school to be responsive to pupils' specific needs. Pupils are cared for well and safeguarding systems meet all requirements. Consequently, pupils feel safe.
- Parents are positive about all aspects of the school's work and appreciate the fact that 'the school and staff go the extra mile for our children'. A view expressed by several parents.
- The local authority works well with the school and supports the school's work in collaboration with other schools.
- **The governance of the school:**
 - The governing body is committed in its drive for school improvement. It is giving the headteacher better support to improve teaching and achievement. It has very recently changed its structure and organisation, which enables governors to be more involved in monitoring the school's work in line with school development planning and to begin to be much more effective in holding the school to account for its performance. Governors undertake a range of training. The school benefits from governors' expertise, notably the Chair of the Governing Body's work to help improve mathematics. Governors know the school well, its strength and its priorities for improvement. They are familiar with the on-line information on pupils' achievement, such as the Ofsted Data Dashboard, to inform them how well the school is doing compared to other schools nationally. There is a good understanding of the quality of teaching and the impact on learning, and how this links to pay and salary

progression. The governing body knows how the school spends the pupil premium funding; for example, the individual and small-group work by higher level teaching assistants in English and mathematics for eligible pupils, mentoring their learning, reading catch-up groups, social skills groups and funding for clubs and other activities to ensure that these pupils are not disadvantaged or excluded from any activity. The governing body meets its statutory requirements including those for safeguarding.

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

Unique reference number	118608
Local authority	Kent
Inspection number	405793

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	82
Appropriate authority	The governing body
Chair	Rebecca Hamburger
Headteacher	Kathy Taylor
Date of previous school inspection	4 July 2011
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