

# Bidborough Church of England Primary School

Spring Lane, Tunbridge Wells, Kent, TN23 0UE

**Inspection dates** 10–11 July 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	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 make good progress and achieve well. Standards are high in Key Stage 1 and, by the time pupils leave school, an above average proportion attain the higher Level 5 in English and mathematics.
- Children make good progress in Reception. Provision is exemplary because adults are skilled in asking questions of children to develop their independent learning.
- Teaching is typically good and some is outstanding. Teachers plan effective opportunities for pupils to engage in problem solving tasks to deepen their understanding.
- Other adults in the classroom are adept at engaging pupils to think for themselves so they develop confidence and become successful in their learning.
- Behaviour is outstanding. Pupils enjoy talking about their learning and participate in all aspects of school life with enthusiasm. Pupils say they feel safe in school. Attendance is high.
- The subjects taught provide pupils with memorable experiences and a rich a variety of opportunities to extend their learning and to develop themselves culturally.
- The headteacher is a highly effective leader. Supported by the deputy headteacher, their expertise has led to improvements in pupils' progress and the quality of teaching.
- Governors accurately prioritise what the school needs to do to become even more successful. They are confident in carrying out their responsibilities with good effect.

### It is not yet an outstanding school because

- Targets set for pupils do not always show them what they must do to move to the next level in their learning.
- Teachers' marking of pupils' work does not consistently help them to understand what they need to do to improve.
- Teachers do not regularly adjust tasks to ensure pupils of average ability make better than expected progress, especially in writing.

## Information about this inspection

- Inspectors observed 17 lessons, seven of which were joint lesson observations with the headteacher and deputy headteacher. Additional support groups were also seen. Inspectors listened to pupils read and looked at pupils' work in their exercise books.
- Inspectors met with pupils and talked with them about their work. Meetings were also held with subject leaders and governors. A telephone conversation was had with a representative of the local authority.
- Documentation covering safeguarding, the management of performance of staff, records of behaviour and safety, attendance records and checks on pupils' attainment and progress were reviewed.
- Inspectors took account of 61 responses from parents and carers to the on-line questionnaire (Parent View) and 19 questionnaires from staff. An inspector also talked to parents and carers informally during the inspection.

## Inspection team

Howard Jones, Lead inspector

Additional Inspector

Ann Sydney

Additional Inspector

## Full report

### Information about this school

- This is an average-sized primary school.
- In the Early Years Foundation Stage, there is one Reception class.
- Most pupils are of White British heritage.
- The proportion of pupils receiving support from the pupil premium funding, which is the extra government support for pupils known to be eligible for free school meals, looked after children and those from service families, is below average. In this school, it relates to pupils who are known to qualify for free school meals.
- The proportion of disabled pupils and those supported at school action is below average. The proportion of pupils supported at school action plus or who have a statement of special educational needs is average.
- 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?

- Increase the proportion of outstanding teaching to promote rapid and sustained progress for all pupils by:
  - ensuring targets set for pupils enable them to see more clearly how to progress to the next level in their learning
  - teachers providing written feedback which helps pupils understand what they must do to improve
  - making sure pupils of average ability are challenged to achieve the higher levels, especially in writing.

## Inspection judgements

### The achievement of pupils is good

- Children in Reception make good progress. Adults are consistently effective in extending children's social development and their independence in aspects of learning linked to early writing skills, so that the vast majority of children leave Reception at levels above those expected for their age.
- The teaching of phonics (linking letters and sounds) is good. The school's own checks show this has led to marked improvement in pupils' reading skills. Pupils confidently use intonation to add expression and draw on inference when explaining themes in stories. Older pupils especially enjoy reading and expressing their ideas in poetry.
- Standards are high at the end of Key Stages 1 and 2 in reading, writing and mathematics. Attainment is well above the national average, with an above average proportion of pupils attaining the higher levels in both English and mathematics in national tests by the time they leave in Year 6.
- Those pupils who are disabled or who have special educational needs make good progress. This is because their work is adapted well for their particular needs. Support by other adults and learning mentors inspires pupils' confidence so pupils make significant contributions and accurately use subject vocabulary in their learning as seen in one science lesson.
- Pupils who receive extra help through the pupil premium funding now make progress similar to their peers. The gap in their attainment in 2012, however, was wide and they were behind by 24 months in both English and mathematics. Pupils are now making rapid gains in their learning and their progress is comparable to that of other pupils.
- Progress for current pupils across all year groups is good. Increasing numbers of pupils are on course to exceed national expectations for their age by the end of Year 6. However, teachers do not always adjust tasks to ensure pupils of average ability make better than expected progress, especially in writing. The school has correctly identified this as a priority for improvement.
- Of the parents and carers who responded to the on-line parent survey (Parent View), the large majority expressed the view their children make good progress at the school.

### The quality of teaching is good

- The quality of teaching is now typically good, and some is outstanding. This is because the headteacher's resolute expectation has secured a strong focus on the progress pupils are making in their learning.
- Teachers are effective in building on children's prior learning. For example, in one Reception session, the teacher skilfully reviewed children's understanding of numeracy following which the children moved into tasks where they were challenged within a real-life problem-solving scenario. Children of all abilities were successful in recording their findings in number sentences.
- The teaching of science has improved since the previous inspection. In one Year 3 science lesson, for example, pupils applied the criteria of fairness, accuracy and reliability to evaluate an experiment. Pupils confidently used scientific vocabulary to consider how rigorous methods had been followed in an experiment and then used this to reflect on their learning.
- Where learning is good, pupils are engaged in enquiry-based tasks. For example, in Year 6, pupils worked collaboratively during an English lesson and, because of the highly effective dialogue generated by the teacher as she moved between groups of pupils, they were required to evaluate their ideas that served to extend their enquiry further.
- Additional adults effectively support pupils, especially those who have special educational needs, for example where adults routinely model thinking processes to ensure pupils develop confidence to become independent in their learning. Those pupils receiving assistance provided through the pupil premium funding also experience success as seen in their increased confidence in reading.

- Pupils have many opportunities to apply their skills across a range of subjects. For example, during work based around a theme on ecology, pupils' use of information and communication technology (ICT) was enhanced, and pupils are right to be proud of their achievements as seen in project work.
- Planning is effective in matching activities to the ability range of pupils. This was seen in a Year 2 English lesson, where pupils made good progress in their use of connectives because the levels of challenge were appropriate. However, across the school, targets set for pupils do not always show them what they need to do to move to the next level in their learning.
- Teachers ask carefully considered questions of pupils to extend their understanding. In a Year 1 mathematics lesson on subtraction, pupils were asked to explain how they had arrived at their solution so they had to reflect and deepen their understanding. However, teachers' written comments do not consistently extend learning to show pupils what they need to do to improve.

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

- Pupils' attitudes towards learning are exceptionally positive. Pupils are enthusiastic and articulate in expressing their ideas with each other. They respond positively to being challenged. Children within the Reception class go about their learning in a purposeful way to complete the tasks they have designed themselves. Pupils from across different year groups work well together.
- Relationships between staff and pupils are very positive. Pupils talk about the school community as being part of a wider family and speak of how helpful teachers have been in caring for them. Pupils take on responsibilities, for example as play buddies, and plan and lead assemblies. Pupils are mature and confident and are supportive of one another.
- The school's Christian ethos is a key factor in pupils' sense of community. Pupils love to sing, for example, as seen in one assembly where pupils' verve and wholeheartedness were evident as pupils celebrated through song together. Pupils are welcoming and are happy to engage with people from other cultures, for example visitors from a town in Tanzania.
- Pupils have a good understanding of risk and how to keep safe. They have a developed awareness of how to use the internet safely and say that cyber bullying does not occur. Incidents of bullying and racism are rare. Pupils do not tolerate wrong attitudes and discrimination. The overwhelming majority of parents and carers who responded to the on-line parent survey (Parent View) were of the opinion their child feels safe at the school.
- Attendance is high and punctuality is good. The school is inclusive and supportive of all pupils whatever their need.

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

- The headteacher has successfully raised expectations so that these are now shared by all staff across the whole school. The deputy headteacher is highly effective in supporting this focus on raising pupils' achievement. Consequently, progress is rapidly improving.
- Leaders check pupils' progress and use a range of activities to improve the quality of teaching. They have a good understanding about pupils' performance, which informs improvement, and leaders are aware pupils of average ability are not always challenged to achieve the higher levels, especially in writing, and this is now part of their forward planning.
- There is comprehensive provision for developing the skills and practice of teachers. Staff say they value this bespoke professional development because it is helping to improve their classroom practice. The achievement of pupils is connected closely to teachers' career and pay progression.
- The school has successful partnerships. These include local secondary and primary schools, and other agencies to support pupils at risk of under achieving. Pupils with disabilities and special educational needs are especially well provided for. These pupils have equal opportunity to be successful and parents and carers value their personal involvement in their children's learning.
- The pupil premium funding is effectual in accelerating pupils' progress. Gaps in pupils'

attainment are closing rapidly across year groups because of the additional approaches in place to enhance their achievement.

- The local authority provides a light touch approach because it is confident in the school's capacity in bringing about improvements in pupils' outcomes. The school has addressed the improvement issues from the previous inspection.
- The subjects taught are well planned to ensure progression in pupils' understanding as pupils move through the school. Topic themes and special focus weeks, for example on enterprise, provide pupils with opportunities to use their literacy and numeracy skills across a range of subjects. Pupils also enjoyed taking responsibility in running a French café to develop their linguistic skills.
- Provision for pupils' spiritual, moral, social and cultural development is exceptional. Pupils participate in a range of sports and have a strong appreciation of other communities through their links with a school in Africa. Pupils value the musical opportunities they have to participate in the school orchestra and the choir performs at national venues.
- Discrimination is not tolerated within the school. Safeguarding policies and procedures, including those linked to child protection, are in place to ensure pupils are kept safe.
- **The governance of the school:**
  - Governors are highly skilled and effective. Their contribution serves to strengthen the overall leadership of the school considerably. Governors are well informed and actively involved in the life of the school. They have undertaken training which has kept them abreast of initiatives. They are competent in checking on school data to compare their school's performance with others' nationally. They are able to hold the headteacher to account because they have an accurate view of pupil performance and the quality of teaching. Governors ensure members of staff are appraised and that salary progression is linked to improvements in pupils' outcomes. Governors are well informed about pupil premium funding and have checked that the additional resources are spent effectively so that pupils are benefiting from its use. The whole school budget is managed successfully to provide a good learning environment. Governors share in the headteacher's priority that the sharper focus on the progress of all pupils will help the school improve further.

## 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>	118598
<b>Local authority</b>	Kent
<b>Inspection number</b>	403351

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>	210
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Talya Roberson
<b>Headteacher</b>	Clare Owen
<b>Date of previous school inspection</b>	11 September 2007
<b>Telephone number</b>	01892 529333
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