

Brenchley and Matfield Church of England Primary School

Brenchley Road, Brenchley, Tonbridge, Kent TN12 7NY

Inspection dates 28–29 November 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
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.

- Pupils achieve above average standards by the time they leave in Year 6, especially in writing where a good proportion of pupils attain the higher Level 5.
- Teaching has improved and is now good so that pupils across all year groups achieve well and make good progress from their different individual starting points.
- Children in Reception make good progress because of a range of stimulating activities which ensure they remain enthusiastically engaged in their learning.
- Disabled pupils and those with special educational needs achieve as well as other pupils because of the good quality tailored support they receive.
- Behaviour is good and pupils say they feel safe in school. Attendance is high and pupils enjoy coming to school.
- The subjects taught along with other activities effectively promote pupils' spiritual, moral, social and cultural development. Pupils have many opportunities to apply their learning across a range of tasks.
- The headteacher, ably supported by the assistant headteacher, has brought about improvements in pupils' achievement and raised the quality of teaching.
- The governing body has a good understanding of the school's effectiveness and has promoted improvements in the school's performance. They are fully involved within the school.

It is not yet an outstanding school because:

- Activities are not consistently demanding to enable pupils of average ability to attain the higher levels.
- More-able pupils are not always moved on quickly enough into more challenging work, especially in mathematics.
- Teachers do not regularly ensure pupils understand how to move to the next level in their learning.
- Pupils do not have sufficient opportunities to deepen and extend their thinking.

Information about this inspection

- Inspectors observed 15 lessons, eight of which were joint lesson observations with senior leaders. In addition, short visits were made to lessons and school assemblies were observed. 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 leads, governors and a representative of the local authority.
- Documentation covering safeguarding, the management of performance of staff, records of behaviour and safety, attendance and checks on pupils' attainment and progress were reviewed.
- Inspectors took account of 37 responses from parents and carers to the online questionnaire (Parent View), and 15 questionnaires from staff. An inspector also talked to parents and carers informally during the inspection.

Inspection team

Howard Jones, Lead inspector

Additional Inspector

Velia Hartland

Additional Inspector

George Logan

Additional Inspector

Full report

Information about this school

- This is a smaller-than-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 who have special educational needs at school action, school action plus, or who have a statement of special educational needs is above average when compared with national figures.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching to further improve achievement by:
 - setting work which is consistently demanding to enable pupils of average ability to attain the higher levels
 - introducing more challenging work earlier for more-able pupils, especially in mathematics
 - helping pupils understand how they can improve their work to move to the next level in their learning
 - questioning pupils in ways which require them to reflect on their learning so they have opportunities to deepen and extend their thinking.

Inspection judgements

The achievement of pupils is good

- By the end of Key Stage 2 pupils' attainment is above average. Unvalidated test results for 2013 show a majority of pupils reach above the expected levels in both English and mathematics in national tests and a good proportion of pupils make more than the expected progress for their age in writing.
- Children in the Early Years Foundation Stage get off to a good start. The majority of children enter Reception with skills broadly in line with those expected for their age and enter the following stage of learning in Year 1 having made good progress in the basic skills necessary to be confident learners.
- Disabled pupils and those who have special educational needs are as successful in their learning as their peers. These pupils make good progress in both English and mathematics because of the school's consistent approach in providing tailored support within lessons to ensure they do not miss out on the range of activities available for all pupils.
- Pupils enjoy exploring a range of text in their reading. Results in the most recent Year 1 phonics (linking letters and sounds) check showed pupils to be above the national average. Older pupils effectively use their skills to deconstruct text to analyse how authors like Dickens use language to create atmosphere while pupils in Year 3 have explored the work of Ted Hughes.
- Pupils supported through the pupil premium achieve as well as their peers. In 2013, the gap in their attainment compared to other pupils showed them to be behind by four months in reading and mathematics and by as much as 12 months in writing. School evidence shows this disparity has been addressed across year groups and pupils are making accelerated progress.
- Pupils are active in a number of sports that enhance their skills. Pupils participate in a range of inter-school events including rugby, netball and gymnastics. A number of pupils enjoy the school's weekly running club.
- Achievement in mathematics is not consistently strong. The large majority of pupils achieve the levels expected for their age by the end of Year 6 but not enough make more than expected progress. More-able pupils are not always moved on quickly enough into more challenging work in mathematics and the school has correctly identified this as a key area for improvement.
- Parents and carers who responded to the online parent survey (Parent View) and those who communicated their views more directly to inspectors expressed the opinion that their child makes good progress.

The quality of teaching is good

- The quality of teaching overtime has improved so that pupils' achievement is now good. Teachers plan activities that are stimulating using a range of resources, including information and communication technology (ICT), so that pupils begin lessons with an expectation to learn and remain engaged especially when problem solving.
- Children in Reception are effectively inspired to apply their language skills. For example, in one session using stories about farming, children purposefully went about their activities as they followed instructions to make scones, talked about caring for animals and sequenced events while other children were challenged to record their findings in writing.
- Teachers strategically use their subject knowledge to develop pupils' learning. For example, in a Year 6 lesson the teacher demonstrated how key ideas and analytical skills can be applied to produce work of an appropriate standard so that pupils grew in confidence in creating atmosphere in their own writing.
- Teachers skilfully use learning objectives to promote progress. For example, during a Year 2 literacy session the pace of pupils' learning remained strong throughout because of a clear focus by both the class teacher and other adults on what was required for pupils to become successful in accurately using verbs and adverbs to construct their own sentences.

- Additional adults are adept at tailoring support for pupils who have particular learning needs. They talk and question pupils in ways which ensure they become increasingly independent in their work, for example, pupils use of partitioning as seen in a numeracy activity.
- Pupils are encouraged by teachers to discuss their learning. This was seen in a Year 1 science activity on reflective objects, where pupils were challenged to explain their thinking to deepen their understanding. However, questioning at this level, which requires pupils to reflect on their learning to deepen their thinking, is not consistently used across the school.
- Marking of pupils' work by teachers follows the school's policy in providing feedback to pupils. Nonetheless, although this approach shows how well pupils have succeeded in a particular sequence of tasks, teachers do not regularly ensure pupils understand how to move to the next level in the learning.
- Planning sets work which is appropriately matched to the range of pupils' ability. Teachers build on pupils' previous learning and adjust subsequent activities to secure good learning. However, activities are not always consistently adjusted to challenge pupils of average ability to be more successful at the higher levels once they show they understand what is being taught.

The behaviour and safety of pupils are good

- Pupils work well together and are supportive of one another within lessons. They are enthusiastic and listen carefully to their teachers and are happy to talk about their learning. They want to be successful in their tasks. However, exemplary behaviour is less evident because pupils have fewer opportunities to reflect on their learning at a deeper level to ensure a consistently strong impact on their progress.
- Children within the Reception Year play and learn well together. They are happy to listen to stories and use a range of resources to explore and develop their understanding. They respond positively when adults challenge them and are growing in confidence to attempt tasks which extend their use of basic skills.
- Christian values are evident across all aspects of school life. Pupils come together to celebrate their achievements, including their involvement within the wider community, as in a local horticultural event. The school choir also performs in local venues. Pupils are active in assemblies, for example, when Year 3 pupils shared the work they had been doing on *The Iron Man*. Parents and carers are welcomed in this inclusive community.
- Pupils say they feel safe in school and that behaviour overtime has improved considerably. Cyber bullying and other forms of bullying are rare. Pupils say name calling is an aspect that has improved too. They have a competent understanding of how to keep themselves secure using the internet. Pupils say teachers always listen to their concerns and are very supportive.
- Attendance is high and pupils clearly enjoy coming to school. Parents and carers are positive about their child's experience as seen in the response of parents and carers in the online questionnaire (Parent View). Staff are equally favourable in their comments about pupils' attitudes during and outside lessons.

The leadership and management are good

- The headteacher has provided strong leadership in her commitment to successfully address the issues highlighted in the previous inspection. She is competently supported by the assistant headteacher and together they have developed the capacity of leaders at all levels so that the quality of teaching and pupils' achievement show marked improvements.
- Pupils' progress is effectively checked to address any possible underachievement. This is linked to monitoring the quality of teaching and tailored professional development which staff say has led to improvements in their classroom practice.
- Actions by senior leaders are informed by clear development planning to ensure a strong focus in driving forward school improvement. Targets for teachers require them to demonstrate the effect of their work on pupils' progress and are used to inform career and pay progression.

- The bespoke provision for the needs of all pupils is strong across the school. Equality of opportunity is assured because the support for disabled pupils and those with special educational needs ensures they access the same positive learning experiences as those planned for other pupils.
- The local authority has provided highly effective development work and challenge to the school. This is valued by school leaders who recognise that because of this guidance their own capacity is now of a sufficient good quality to drive forward further improvement. School leaders are now active in working with colleagues from local schools.
- Subjects are well planned to capture pupils' interests. Pupils' knowledge and understanding are developed as they move through the school both within discrete subjects and through topic themes. There are planned focus days on subjects like science and opportunities for pupils to apply their skills in problem solving. Homework is used to further extend pupils' learning. Progress in mathematics is not always as strong as it might be and the school is addressing this.
- The provision for the spiritual, moral, social and cultural development of pupils is comprehensive throughout the school. Pupils' experiences are enhanced within a range of activities and cultural visits and their creative expression is evident in their artwork, for example, based around the creation story.
- School procedures for safeguarding are securely in place as are risk assessments which cover aspects of school activities.
- **The governance of the school:**
 - Governors are fully involved in the school and use monitoring walks supplemented with specialist advice to ensure they are well informed about the achievement of pupils. They have applied their training to good effect to compare the school's performance with others nationally and have challenged school leaders to ensure improvements are made to pupils' progress for example, in mathematics, and especially at the higher levels. They have analysed the changing characteristics of the school cohort to ensure there is equality of provision and no discrimination. Governors closely monitor decisions on staff performance including that of the headteacher, so that this is associated with improvements in pupils' progress. The school's finances are secure. The spending of the additional funds provided by the pupil premium funding is well targeted, for example on counselling. Governors have checked this is leading to gaps closing between these pupils' attainment and that of their peers. The allocation of the sports funding has been undertaken and this is enhancing the skills of teachers to promote pupils' well-being.

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	118714
Local authority	Kent
Inspection number	426483

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	184
Appropriate authority	The governing body
Chair	Andrew Cunningham
Headteacher	Rachel Green
Date of previous school inspection	16–17 November 2011
Telephone number	01892 722929
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