

Edgebury Primary School

Belmont Lane, Chislehurst, Bromley, BR7 6BL

Inspection dates 14–15 May 2014

Overall effectiveness	Previous inspection:	Requires improvement	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.

- The achievement of pupils in Key Stage 2 is good. By the end of Year 6, pupils make good progress in reading, writing and mathematics.
- Pupils achieve well during Key Stage 1. Their standards in reading and mathematics are markedly above average by the end of Year 2.
- Children in Reception learn well together. They experience a variety of activities that develop their basic literacy and numeracy skills.
- The quality of teaching is good. Teachers plan a range of tasks which fully engage pupils and extend their learning.
- Behaviour is good throughout the school. Pupils say they feel safe and enjoy their lessons. Attendance is high.
- Disabled pupils and those with special educational needs make good progress because of the tailored support they receive to meet their learning needs.
- The headteacher has improved the quality of teaching effectively and rigorously checks how well pupils are doing so they make good progress from their individual starting points.
- Governors are involved fully in the school. They challenge school leaders and hold them to account to bring about sustained improvements in pupils' achievement and the school's performance.

It is not yet an outstanding school because

- Pupils are not always helped to understand how to move to the next level in their learning.
- Pupils' accurate use of grammar is not routinely checked in all their subjects.
- Pupils are not given enough opportunities to practise their mathematical skills in other subjects.

Information about this inspection

- Inspectors observed 16 lessons, of which three were jointly observed with the headteacher. Inspectors also observed an assembly, 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 also took place with governors and subject leaders. A telephone conversation took place with a representative of the local authority.
- Inspectors reviewed documentation covering safeguarding, the management of performance of staff, behaviour and safety, attendance and checks on pupils' attainment and progress.
- Inspectors took account of 114 responses from parents to the online questionnaire, Parent View, and 25 questionnaires from staff. An inspector also talked to parents informally during the inspection.

Inspection team

Howard Jones, Lead inspector

Additional Inspector

Teresa Davies

Additional Inspector

Full report

Information about this school

- This is an average-sized primary school.
- There is one Reception class in the Early Years Foundation Stage.
- The proportion of pupils receiving support from the pupil premium funding is below average. This is additional government funding to support those pupils who are known to be eligible for free school meals or those who are in care. In this school, it is applicable to pupils eligible for free school meals.
- The proportion of pupils from minority ethnic backgrounds is below the national average.
- The proportion of pupils who speak English as an additional language is below average.
- When compared to national figures, the proportion of disabled pupils and those who have special educational needs supported at school action is below average. The proportion at school action plus or who have a statement of educational needs is average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching to further raise pupils' achievement by:
 - regularly checking pupils' understanding to enable them to see how to move to the next level in their learning
 - providing more chances for pupils to practise their mathematical skills in other subjects
 - ensuring pupils develop their accurate use of grammar in all their subjects.

Inspection judgements

The achievement of pupils is good

- The achievement of pupils is good. It has improved since the last inspection as a result of leaders' actions to improve the quality of teaching. Most pupils reach the level expected in reading, writing and mathematics in national tests at the end of Key Stage 2 and a good proportion of pupils make more than the expected progress for their age.
- The most able pupils achieve well. These pupils are successful in reading and writing when compared to similar pupils nationally and many attain the higher levels in mathematics.
- Pupils make especially good progress in reading by the end of Year 6. The proportion of pupils achieving the expected standard in the Year 1 phonics check (linking letters and sounds) is above the national average. Pupils in Year 2 competently compare the writing techniques of authors such as Roald Dahl and Anthony Browne, and their attainment in reading is consistently good.
- Children in Reception benefit from a good start to school life. Most children enter with the skills typical for their age and enjoy positive experiences within this setting. They are well prepared to enter Year 1 and a majority go on to attain good standards by the end of Key Stage 1.
- Disabled pupils and those who have special educational needs make good progress. Like their peers, their progress in reading is especially good. They are supported effectively during lessons and receive additional support to develop their basic skills where needed.
- The achievement of pupils from minority ethnic groups and those who speak English as an additional language is good. They do better than similar pupils nationally and some are especially successful in mathematics.
- The gap between the attainment of pupils eligible for free school meals and their peers is closing. In 2013, eligible pupils were behind others in mathematics, reading and writing by approximately 10 months. However, some of these pupils made particularly good progress in mathematics. School evidence shows that this group is now making progress similar to that of their peers in all year groups.
- Pupils' attainment in English grammar, punctuation and spelling is good. In 2013, a large majority of pupils in Year 6 achieved the higher Level 5. However, school leaders recognise pupils need to further develop their accurate use of grammar within all their subjects.

The quality of teaching is good

- The quality of teaching has improved since the previous inspection. It is now consistently good. Leaders have addressed gaps in pupils' knowledge and understanding and pupils' progress is strong across all year groups.
- The learning of different groups of pupils is good. For example, during a Year 2 mathematics lesson about multiplication, more-able pupils engaged in work which was sufficiently challenging from the start. Effective support for other groups meant the progress for all pupils was also strong throughout the lesson.
- Planning by teachers builds well on pupils' previous learning. For example, in the Reception class, a wide range of activities and resources, including puppets, dice and electronic devices are used to successfully extend children's literacy skills.
- Teachers use questions effectively to expand pupils' use of subject skills. This was seen in a highly effective Year 6 literacy lesson where, as a result of extended discussion with the teacher, pupils were able to structure their writing for an opening sequence in their adventure story.
- Disabled pupils and those with special educational needs have positive learning experiences. Other adults in the classroom ensure targeted support is effective, leading to their good progress and positive engagement with other pupils during lessons.
- Teachers' written comments in their marking help pupils to develop their skills. Pupils value opportunities to respond to this guidance, as evidenced in the consistently good practice in Year

4 pupils' literacy and mathematics work. However, teachers do not always check pupils' understanding in ways which help them understand how to move to the next level in their learning.

- Pupils experience a range of activities in which to apply their mathematical skills. For instance, in a Year 5 mathematics lesson, pupils talked confidently about ways to approach problem-solving tasks. Nonetheless, opportunities for pupils to practise their mathematical skills in other subjects are more limited.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils clearly enjoy learning and are never less than enthusiastic in their work. Children in Reception happily talk about their activities and express themselves confidently as they work together. Older pupils value the challenges their activities provide and remain fully engaged until they succeed, because they are eager to do well.
- The Reception setting is always calm and purposeful. Across the whole school, pupils conduct themselves appropriately, including during lunchtime and in the dining hall. Pupils are courteous and respectful towards each other and talk and play well together.
- Pupils are happy to assume responsibilities. They value the opportunity to contribute to the school council, and older pupils act as 'play leaders', helping younger children at break times. Some pupils act as monitors and support during assemblies and in other aspects of school life.
- The work by the school to keep pupils safe and secure is good. Pupils are emphatic they feel secure at all times and say teachers are caring and always helpful. Pupils say they feel they belong to a 'family' in school and that everyone gets along well. Racism and discrimination are not a problem for pupils, nor is bullying of any kind.
- Pupils have a clear understanding of how to keep themselves safe using the internet. Cyber-bullying is not an issue and pupils understand how to handle risks.
- The attendance of pupils is high. Pupils enjoy coming to school and feel happy and well looked after by their teachers. The vast majority of parents who responded to the online questionnaire agree with their child's view of their school.

The leadership and management are good

- The headteacher is very effective in carrying out well-planned actions to improve the school's work. Consequently, since the previous inspection, pupils' achievement has improved rapidly. This is because the quality of teaching is now leading to pupils making good progress across all year groups.
- Subject leaders are clear about how to further improve pupils' learning within their area of responsibility. They check routinely how well pupils are doing and take effective action to enhance the quality of provision and raise pupils' achievement even more.
- Disabled pupils and those with special educational needs are well provided for. Senior leaders work closely with parents to ensure their children have the same chances as others. Additional groups tailored to pupils' needs supplement support within the classroom to secure pupils' basic skills.
- Teachers are reflective practitioners and work closely with each other to enhance their teaching. Staff are clear about their targets to improve pupils' progress and value the professional development they receive which enables them to achieve these. Their success is clearly linked to both their career and salary progression.
- Senior leaders check systematically how well all pupils are doing. Teachers also collaborate with colleagues from other schools and scrutinise pupils' work rigorously so they make the best possible progress as they move through the school.
- The local authority recognises the improvements school leaders have made since the previous inspection. It regards the school as having the capacity to sustain and build on these further.

- The provision for sport is good. The school uses the additional government funding for sport effectively and pupils can now participate in lacrosse, cricket and athletics. They also enjoy the benefits of the school's swimming pool. Staff benefit from coaching to develop their expertise so pupils' physical well-being is developing well.
- Subjects are planned well so that pupils have a range of experiences which serve to deepen their knowledge and understanding. Older pupils develop their skills in reading, writing, communication and mathematics effectively. Leaders are rightly focused on further enhancing pupils' use of grammar and numeracy skills across all subjects.
- The spiritual, moral, social and cultural provision for pupils is comprehensive. History extends pupils' understanding of their heritage effectively and younger children have taken Barnaby Bear to visit a Hindu Temple. Pupils have used art to interpret the story of Joseph and his coat of many colours. Pupils have participated in a commemoration of the First World War and the choir performs within the community. Pupils explore the work of Kandinsky and have also visited the National Gallery.
- The school's work on safeguarding is good. Risk assessments cover aspects of the school's work, including educational visits.
- **The governance of the school:**
 - Governors challenge school leaders to bring about sustained improvements in pupils' achievement. They have a clear understanding of how the school's performance compares to that of others nationally and are taking action to further enhance all aspects of the school's work. They do not tolerate discrimination and are effective in strengthening the provision for pupils, whatever their need. As a result, governors ensure the allocation of the pupil premium funding is bringing improvements for these pupils so that gaps between their attainment and that of others are closing. Governors have undergone a comprehensive array of training to extend their expertise. They are effective in checking the performance of the headteacher and only reward teachers with salary progression and promotion if their teaching secures good progress for pupils. Governors have allocated the primary sports funding in ways which are developing the ability of teachers to provide good quality physical education for all pupils. The school's general budget is being effectively managed.

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	101635
Local authority	Bromley
Inspection number	443743

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	225
Appropriate authority	The governing body
Chair	David Benaron
Headteacher	Janice Box
Date of previous school inspection	23–24 April 2013
Telephone number	020 8467 4199
Fax number	020 8295 4513
Email address	admin@edgebury.bromley.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2014

