

# Sussex Road Community Primary School

Sussex Road, Tonbridge, Kent TN9 2TP

## Inspection dates

22–23 November 2016

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is a good school

- Leaders know their school well. Leaders are highly ambitious for all pupils and have clear plans to make the school even better.
- Governors are effective in holding leaders to account for the quality of education that pupils receive. Governors are highly evaluative of their own work and the impact they have on the school.
- Leaders have significantly improved the quality of teaching and learning over the last two years. Teachers know pupils well and planned learning builds on what pupils know and can do.
- Current pupils, including those who have special educational needs and/or disabilities and those who are disadvantaged, make good progress from their starting points.
- Disadvantaged pupils in key stage 2 who did not achieve well enough in key stage 1 are making accelerated progress. Differences are diminishing.
- Children in the early years, including those who are disadvantaged, make good progress and achieve well.
- Pupils behave well in classrooms and around the school. Relationships between adults and pupils are warm and respectful. Outdoor learning opportunities have a positive impact on pupils' personal development, including the most vulnerable.
- The curriculum is broad and balanced. However, leaders recognise that work in subjects other than English and mathematics is not as engaging as it could be. The wider curriculum is not having a significant impact on raising standards in literacy and numeracy.
- Not enough disadvantaged pupils are working at greater depth in their learning in key stage 2. Leaders have clear targets and additional support in place to achieve this. It is too soon to see the impact.
- In 2016, not enough key stage 2 pupils made good progress in mathematics from their starting points.

## Full report

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

- Leaders should further improve the outcomes of pupils by ensuring that:
  - key stage 2 pupils make greater progress in mathematics from their Year 2 starting points
  - an increasing proportion of disadvantaged pupils are working at greater depth in their learning in key stage 2
  - the wider curriculum is having a stronger impact on pupils' literacy and numeracy skills.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- Leaders are wholly accurate in their judgements about what the school does well and where it can improve further. Leaders' current plans for improvement already focus on the areas that this inspection identified.
- The local authority has worked effectively with current school leaders. In 2014, most teaching across the school was not effective. Leaders have taken strong and decisive action to bring about significant improvement. Leaders and governors have used local authority expertise well.
- Leaders manage the performance of staff effectively. Leaders set ambitious targets that focus on groups of pupils' progress, including the most able disadvantaged pupils. Staff value the support and challenge they receive from leaders. For example, last year targets were raised mid-year when it was clear that pupils were on track to meet the original targets.
- Pupil premium funding is now used effectively. In some year groups and subjects the proportion of disadvantaged pupils working at age-related expectations exceeds the proportion of other pupils in the class doing so. Leaders' actions have ensured that disadvantaged pupils in key stage 2 are making rapid progress from their low key stage 1 starting points.
- Leaders use additional funding to support pupils who have special educational needs and/or disabilities well. Recently appointed leaders are already having a positive impact on pupils' progress, including disadvantaged pupils who have special educational needs and/or disabilities. Additional adults working in the classrooms are well trained and deployed effectively.
- The additional physical education and sports funding is used effectively. Pupils' participation in physical activity and competitive sports has increased over time. Specialist sports coaches provide support and training to staff that increases their knowledge and skills.
- Pupils are well prepared for life in modern Britain. The school's values are known and understood. Pupils play an active role in developing their school and relish the opportunities they have to make decisions. For example, in the weekly voting process to identify behaviour rewards for the class.
- Pupils' spiritual, moral, social and cultural development is effective. Current leaders' significant focus on pupils' social and moral development since 2014 has had a positive impact on the behaviour of pupils in lessons and around the school, which is now good.
- The curriculum is broad and balanced. However, the current curriculum is not as engaging as it could be. The wider curriculum is therefore not having an impact on pupils' progress in English and mathematics. Leaders know this and are in the process of redesigning the curriculum to make it even more engaging. Current Year 5 pupils are being taught the new curriculum and leaders have a strategic plan to widen this over the year. Leaders have captured early positive evaluations from parents and carers and pupils but it is too soon to measure the impact of the new curriculum.
- Extra-curricular activities, particularly those focused on outdoor learning experiences,

have a significant positive impact on pupils' personal development. Additional outdoor activity clubs at lunchtime provide a stimulating, safe and nurturing space for the most vulnerable pupils.

### **Governance of the school**

- Governors have been effective in securing school improvement. The current leadership of the governing body is ambitious for the school and to continue to improve its own work further. Governors have been proactive in seeking external guidance regarding what is effective about their work and what could be even better. Governors value and understand the impact of current leaders. Governors offer a high level of challenge to leaders at all levels, including subject leaders. Governors make good use of national performance information and local authority evaluations of the pupil premium spend over time to effectively hold leaders to account. Governors use planned visits to the school to focus sharply on the progress leaders are making against agreed priorities.

### **Safeguarding**

- The arrangements for safeguarding are effective.
- Leaders have created a culture where safeguarding is of the utmost importance and everyone's responsibility. Leaders keep comprehensive records of concerns and communication with wider agencies. Leaders meticulously log their work with families, including the most vulnerable. Referrals to other services are thorough and assessments of what pupils or families need are clear.
- Outdoor learning is a strength of the school and pupils safety outside is given careful consideration. Staff are very clear about what the potential hazards are but also have substantial plans to manage risk. Consequently, pupils are safe while engaging in a wide range of activities outside.

## **Quality of teaching, learning and assessment**

**Good**

- Teachers use assessment information well to ensure that planned learning takes pupils' starting points into consideration. Teachers also check pupils' understanding of new language and concepts before moving the learning on. Consequently, pupils make good progress from their different starting points, including the most able
- Time in lessons is used effectively to maximise pupils' learning. Pupils are clear about what is expected and what they are learning. Teachers communicate with and deploy other adults in the classroom well. Other adults have a positive impact on pupils' learning. Classrooms are purposeful and productive.
- Staff have good subject knowledge. Feedback to pupils is effective at moving learning forward and picking up any misconceptions.
- Relationships between staff and pupils are respectful. Pupils feel confident to offer responses to questions. Pupils are also happy to share their mistakes and talk about their misunderstanding because of the high level of trust between adults and pupils. This culture in classrooms has a positive impact on learning.
- Phonics teaching is highly effective. All adults working with pupils have a positive impact on pupils' progress. Staff have good subject knowledge and follow the school's systematic approach.

- Pupils who have special educational needs and/or disabilities are taught well. Staff use a wide range of appropriate strategies and resources to meet the individual needs of pupils, including those who are working significantly below age-related expectations.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are confident and self-assured. Pupils take pride in their work and are eager to talk about their vibrant school environment and their contribution towards it.
- Older pupils provide valuable care and support for younger pupils at lunchtime. Pupils actively look for those who appear not to be playing as part of a group and seek to involve them. Older pupils have high levels of empathy and younger children have strong role models to look up to.
- Pupils' personal development is very well supported when learning outside. Pupils develop resilience as they work on tasks for sustained periods. Pupils work well together to solve problems through cooperation and effective communication.
- Pupils know how to keep themselves safe and feel safe in school. Pupils understand what bullying is and is not. Incidents of bullying are very rare and dealt with effectively. Pupils have a good understanding of online safety. Pupils are clear about how to manage their well-being outside and demonstrate good care for each other.
- Staff and parents say they feel that pupils are safe in school.

### Behaviour

- The behaviour of pupils is good.
- Pupils conduct themselves well around the school. Pupils are helpful and courteous to visitors and each other. Pupils behave well at lunchtime and during break. Pupils know and understand the school's policy to manage behaviour.
- Attendance is good. The number of pupils who miss school often has declined over time. Leaders take effective action to work with families and other agencies to improve pupils' attendance. For example, they liaise closely with medical professionals to ensure that the school is doing all it can to support pupils who have special educational needs and/or disabilities. Leaders also use their formal legal powers effectively. Current disadvantaged pupils' attendance levels are significantly better than in 2015.
- In the vast majority of lessons pupils are well focused and engaged in their learning. The focus that younger pupils show when there are multiple group activities in the same classroom is exemplary. On the rare occasions when older pupils are off-task, they respond well to adult redirection and quickly return to their work.

## Outcomes for pupils

**Good**

- The proportion of pupils reaching the expected standard in the Year 1 phonics screening check has risen sharply over time. In 2013, less than half the pupils reached the expected standard. In 2015 and 2016 the proportions reaching the expected

standard have been above those seen nationally. Almost all pupils, including those who are disadvantaged, met the expected standard.

- In 2016, the proportion of pupils reaching the expected standard at the end of Year 2 was higher than those seen nationally in reading, writing and mathematics. The proportions of pupils working at greater depth were broadly in line with those seen nationally.
- Over time, not enough disadvantaged pupils have been working at expected standards at the end of key stage 1. In 2013, only a third of pupils were working at the age-related expectations. In 2016, almost all disadvantaged pupils working within the national curriculum met the expected standards at the end of Year 2. Disadvantaged pupils who have special educational needs and/or disabilities also make good progress from their significantly lower starting points, including those who continue to work within some aspects of the early years curriculum.
- The school's performance information and work in pupils' books highlights that in all year groups most pupils are working at the expected standards in reading, writing and mathematics. In key stage 1 and Year 3, disadvantaged pupils are achieving well because of consistently good teaching.
- Disadvantaged pupils in Years 4, 5 and 6 did not achieve well enough in key stage 1. Effective use of the pupil premium funding means that differences are diminishing. For example, only a third of disadvantaged pupils in Year 5 left key stage 1 working at the expected standard in writing. Those pupils are making accelerated progress and now more than two thirds are working at the expected standard.
- In 2016 at the end of key stage 2, the proportion of pupils working within expected standards in reading, writing and mathematics and at greater depth are similar or above those seen nationally. However, not enough pupils made expected progress in mathematics. Current pupils are making good progress in mathematics in key stage 2. Pupils who are not yet working within expected standards are making accelerated progress and beginning to catch up.
- Too few disadvantaged pupils are working at greater depth in their learning in key stage 2. In 2016, pupils with high prior attainment in reading and writing did not make enough progress. Current most-able disadvantaged pupils are making good progress. Leaders have allocated additional pupil premium funding to increase the proportion of disadvantaged pupils working at greater depth but it is too soon to see the impact.

### Early years provision

**Good**

- All staff know the children very well. Staff are skilled at judging when to let children work and explore independently and when to ask questions to move learning forward. Consequently, children make good progress.
- Children develop phonic knowledge quickly because planned learning takes account of children's starting points. Children who are new to the sounds that letters make quickly develop their understanding. Children with good phonic knowledge apply this in their writing tasks and can break words into a series of sounds and put them back together again.
- Adults have high expectations of children. As a result, children develop very strong

personal and social skills. Children work well together and are highly responsive to adult direction and instruction. Routines are well established. Classrooms in the early years are busy and highly purposeful places to learn.

- Assessment information is accurate, including judgements about children's knowledge and skills on entry to school. Outcomes for children are good. All children make good progress from their starting points, including those who are disadvantaged and the most able. The proportion of children who reach a good level of development at the end of the Reception Year is consistently above that found nationally. Consequently, children are well prepared for Year 1.
- Partnerships are good. Leaders and staff work well with nurseries in the locality. Staff visit nurseries before children start school to share information and this helps Reception Year staff plan to meet the needs of the children.
- Staff work well with parents. Parents are overwhelmingly positive about the start that their children get. Staff regularly share information about the progress of children and provide opportunities for parents to contribute to assessment information.
- Leaders have an accurate view of the strengths of the early years. Leaders' plans for improvement have a clear focus on improving the outcomes of children further, particular those with the lowest starting points. Leaders' analysis of assessment information is highly effective. There is now even greater support for children who arrive at school with less language and communication skills than their peers. It is too early to see the impact of this work.

## School details

Unique reference number	118286
Local authority	Kent
Inspection number	10002932

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Maintained
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	441
Appropriate authority	The governing body
Chair	David Wake
Headteacher	Sarah Bowles
Telephone number	01732 352367
Website	<a href="http://www.sussex-road.kent.sch.uk">www.sussex-road.kent.sch.uk</a>
Email address	<a href="mailto:schooloffice@sussex-road.kent.sch.uk">schooloffice@sussex-road.kent.sch.uk</a>
Date of previous inspection	27–28 September 2011

## Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school met the 2015 floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The headteacher and deputy headteacher initially took their interim roles in January 2014. The headteacher was appointed to her substantive role in September 2014. The chair of the governing body took up post in January 2016.
- Sussex Road is much larger than the average-sized primary school. There are two classes for each year group, apart from Year 1 which has three. The school took an additional class in 2015.
- The proportion of pupils receiving support through the pupil premium is lower than seen nationally.



- The proportion of pupils who have special educational needs and/or disabilities is broadly similar to that seen nationally.

## Information about this inspection

- Inspectors observed learning throughout the school. Inspectors looked at pupils' work during lessons and spoke to pupils about their learning.
- Meetings were held with senior leaders and middle leaders. Meetings were held with a local authority representative and with governors.
- Parents' views were considered through the 106 responses to Ofsted's online survey Parent View and in conversations with parents at the beginning of the school day. The views of staff were considered through the 30 responses to Ofsted's staff survey and through meetings.
- Pupils' views were heard through meetings and by talking to pupils around the school.
- Inspectors considered a wide range of documents, including leaders' evaluations of the school's effectiveness, improvement plans, records of local authority visits, and leaders' analysis of the quality of teaching, pupils' progress, behaviour and attendance.
- Inspectors reviewed safeguarding records and the central record of recruitment checks on staff.

## Inspection team

Mark Cole, lead inspector	Her Majesty's Inspector
Andrew Hogarth	Ofsted Inspector
Graham Chisnell	Ofsted Inspector
Chris Lee	Ofsted Inspector
Chris Donovan	Ofsted Inspector

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