

Bobbing Village School

Sheppey Way, Bobbing, Sittingbourne, Kent ME9 8PL

Inspection dates

9–11 May 2017

Overall effectiveness	Outstanding
Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Outstanding
Early years provision	Outstanding
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is an outstanding school

- The executive principal and principal lead the school exceptionally well. They have been pivotal in the school's journey of improvement to become an outstanding school.
- Governors have a comprehensive understanding of the school's many strengths and few areas for improvement. They hold leaders to account stringently for pupils' outcomes.
- Pupils make outstanding progress and achieve highly. Disadvantaged pupils and pupils who have special educational needs and/or disabilities make rapid progress.
- Teachers are enthusiastic and passionate about pupils' learning. They plan and deliver exciting, fun lessons that totally engage pupils.
- Pupils' behaviour is exemplary. They get on well together and are highly respectful of each other and their teachers.
- Pupils enjoy learning, have ambition and are determined to achieve well. They enjoy taking on extra school responsibilities and are excellent ambassadors for their school.
- Pupils are keenly aware of their own learning and what they need to do to make even better progress. They understand the importance of good attendance and most pupils rarely miss a day at school.
- Children make an excellent start to school life in the early years. High-quality teaching ensures that children learn quickly to become independent and confident learners.
- Pupils leave the school as confident, responsible citizens who are exceptionally well prepared for the next stage of their education.
- Parents are overwhelmingly positive about the school and have every confidence in teachers and leaders.
- Pupils feel very safe. A strong culture of safeguarding permeates the school and leaders ensure that the welfare of pupils is always a key priority.
- Leaders know that the writing of the most able pupils could be better across the curriculum.

Full report

What does the school need to do to improve further?

- Ensure that the most able pupils are given more opportunities to develop their writing in subjects across the curriculum.

Inspection judgements

Effectiveness of leadership and management

Outstanding

- The inspirational executive principal, ably assisted by the principal, has created a harmonious, happy community where everyone is valued and respected.
- Their excellent leadership has ensured that Bobbing has developed into an outstanding school. Leaders' passion for learning and high aspirations are woven through the work of the school, ensuring that everyone at Bobbing has the highest expectations for what pupils can achieve. As a result, pupils are thriving.
- Leaders have been highly successful in creating a culture of challenge and ambition among staff and pupils. They continually refine and improve the already excellent practice in the school. Leaders check the quality of teaching and learning rigorously and provide robust challenge and support for teachers, ensuring that teaching meets the needs of all pupils.
- Leaders' effective evaluation keeps all aspects of the school under constant review. They plan strategically and focus staff meetings on their key priorities for improvement. Leaders have great clarity about what these are, ensuring that their work is planned exceptionally well through the lens of the school improvement plan.
- Staff benefit from a wide range of good-quality training and professional development. This has enabled them to grow professionally, acquire new skills and contribute even more effectively to school improvement. Staff enthusiastically take on innovative projects such as the reading research project. This enables teachers to refine how they teach so that pupils make even better progress.
- Leaders make very effective use of pupil premium funding to support disadvantaged pupils. Bespoke help, guidance and individual support ensure that these pupils make rapid progress. Many disadvantaged pupils make more progress than their peers.
- Leaders make sure that pupils who have special educational needs and/or disabilities are supported very well. As a result, these pupils make strong progress, are confident learners and make the most of school life.
- Leaders have built a highly creative and interesting curriculum that is well matched to pupils' interests and needs. Leaders continually refine the curriculum to ensure that it is vibrant and relevant. It is enriched with visits to places of interest which deepen pupils' understanding about the topics they study. For example, pupils spoke excitedly about visiting a castle where they learned how to joust. Year 6 pupils take part in an outdoor activities residential visit where they develop their resilience and teamwork skills. 'Wow' days are used to launch new topics and pupils talk with great enthusiasm about these special days and events.
- Leaders use the sports premium funding very well. Pupils' enjoyment of sport is enhanced through their participation in many different competitive sports such as tag-rugby and cricket. Specialist sports coaching has increased pupils' interest, participation and enjoyment of sport. In addition pupils' social and personal skills have been developed further through team games. Pupils use the phrase 'the right place, right time, right kit, right mind' to help them understand the importance of responsibility.

- The school's excellent work on promoting British values is evident in pupils' mature explanations about how these values influence and shape their behaviour, in the words of one, 'It changes our behaviour and shows us a role model.' Pupils learn about democracy through the active pupil council. Some pupils have also seen democracy in action in the Houses of Parliament. One pupil commented, 'You can vote for who you want to, you have a right to your own opinion.'
- Pupils have exceptionally well-developed spiritual, moral, social and cultural awareness. They show respect for each other and value differences and diversity, as one pupil commented, 'We always value people that are not the same.'
- Parents are overwhelmingly supportive and speak positively about the leadership and management of the school. Parents' many positive comments included one parent who described the leadership of the school as, 'amazing'.

Governance of the school

- Governance is highly effective. Governors have an excellent knowledge and understanding of the school. They are extremely well informed through the principal's high-quality, detailed reports and their focused visits to the school. Governors keep careful strategic oversight of the school improvement plan, checking on progress towards targets.
- High-quality training from the trust equips governors with an excellent knowledge of their responsibilities and roles. Governors provide effective challenge to leaders and hold them stringently to account for pupils' progress and all aspects of the school.
- Governors fulfil their financial responsibilities very effectively. For example, they closely monitor pay and teacher performance reviews, ensuring appropriate pay progression. Governors' close monitoring of the use and impact of additional funding for disadvantaged pupils is ensuring that these pupils make rapid progress.

Safeguarding

- The arrangements for safeguarding are effective. Leaders' rigorous approach to safeguarding ensures that all arrangements to keep pupils safe are exemplary. Staff recruitment checks are carried out diligently and the school's safeguarding records are of high quality. The school works effectively with outside agencies to support pupils and their families.
- Effective training means that all staff know what to do if they have a concern about a pupil's welfare. Staff know pupils very well and are alert to any changes or concerning behaviours. This means that any potential worries are picked up quickly and addressed promptly.
- There is a strong culture of safeguarding in the school. Pupils feel safe and are confident that there is always a trusted adult they can speak to if they have a concern or a worry. Parents are right in their view that children feel safe, with one parent commenting, 'Children are 100% safe at Bobbing.'

Quality of teaching, learning and assessment

Outstanding

- Teachers and pupils at Bobbing sparkle with enthusiasm when they talk about learning. Teachers are highly effective in capturing pupils' interest and curiosity. They plan interesting, exciting lessons which build skilfully on pupils' previous learning. As a result, pupils are highly motivated, committed to their learning and make exceptional progress.
- Teachers have excellent subject knowledge and use this effectively to question pupils, extend their learning and probe their understanding. Teachers' insightful questions allow pupils to deepen their knowledge and understanding. For example, in a key stage 1 class, a teacher's challenging questions encouraged pupils to use reasoning skills and apply their knowledge of inverse operations to solve multiplication calculations. This enabled these pupils to deepen their understanding.
- Teachers have very high expectations of all pupils. Equally, pupils want to achieve well. They challenge themselves to meet their targets and show great resilience and tenacity when overcoming any difficulties. Pupils proudly show examples in their work where they have been 'resilient'. For example, a pupil in key stage 2 explained how their teacher helped them to solve problems independently. The pupil explained, 'They don't tell you the answer, they guide you.'
- Teachers check pupils' understanding of their work very effectively. Teachers' timely and highly skilful feedback helps pupils to understand precisely how well they are doing and what they could do even better. Pupils relish this feedback and regularly review and assess their own learning, identifying where they need to make improvements.
- Teachers track pupils' progress very closely. They swiftly identify any gaps in pupils' learning and ensure that any pupils who are at risk of falling behind are given additional support.
- Classrooms are attractive and have learning prompts to support pupils' learning and independence. For example, in one class pupils independently used a collection of synonyms on lollipop sticks to help them select more adventurous word choices.
- Teaching assistants are well deployed and provide high-quality support which helps pupils, especially those who have special educational needs and/or disabilities, to make strong progress. Highly effective mentoring meetings help pupils to understand their own learning. Pupils talk with enthusiasm and knowledge about these meetings, with one pupil commenting, 'they help me make progress'. This high-quality support and guidance plays a pivotal role in pupils' strong progress.
- Teachers use every opportunity to develop pupils' reading and instil a love of reading. Phonics is very well taught and pupils apply their phonics skills successfully to help them read new words. Pupils read fluently and with expression. They talk enthusiastically about the books they enjoy. The stimulating reading corners in each classroom provide a small oasis where pupils can enjoy reading.
- Writing is promoted well throughout the school. Teachers provide many imaginative, thoughtful opportunities for pupils to write in a wide range of genres and contexts. As a result pupils' writing is of high quality. Pupils are enthusiastic writers and enjoy sharing their writing with each other. They have a very good understanding of the way different narrative devices, such as similes and figurative language, help to strengthen

their writing. However, on occasion teachers do not provide enough opportunities to stretch pupils' writing skills, which limits the most able pupils. Consequently, their writing in some subjects is not consistently of the same high quality as it is in English.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding. Pupils are confident and keen to talk about their learning and share their achievements with visitors. They cannot wait to get on with their learning and lose no time when settling to their activities in class.
- Pupils demonstrate a love of learning and are ambitious to be successful. Pupils exemplify the school's motto 'together everyone achieves more'. They work together extremely well and share, take turns and play together happily. Parents speak warmly about how much their children enjoy school, for example one parent commented, 'My child loves school; he has done so since day one.'
- Pupils have many opportunities to take on extra responsibilities. Older pupils thoroughly enjoy being playground buddies for younger children and talk warmly about how they care for them. The very active pupil council gives pupils the chance to play a role in decision-making. Pupils talk animatedly about how they campaigned successfully to have more outdoor equipment at playtime. Pupils also talk proudly about their leadership roles such as house captains and 'change for life' club leaders.
- The school promotes healthy lifestyles very well. Through the many sporting opportunities, pupils are encouraged to be active, keep fit and stay healthy. Pupils understand how to keep themselves safe, including when using the internet. They learn about road safety and practise how to ride their bikes safely.
- All staff demonstrate very high levels of care for pupils at Bobbing, and pupils' individual needs are exceptionally well met. Additional nurture and therapy groups support pupils' emotional well-being effectively. This targeted group work enables vulnerable pupils to manage their emotions better and transfer these skills successfully when working in class.

Behaviour

- The behaviour of pupils is outstanding.
- Pupils' behaviour in class and around the school is exemplary. The school is a calm, orderly and purposeful environment. Pupils understand the school's sanctions and rewards system and are keen to earn team points. Scrutiny of the school's behaviour logs shows that incidents of inappropriate or unkind behaviour are rare. When they do occur, leaders follow issues up diligently and resolve them quickly.
- Pupils are kind, courteous and respectful of one another and their teachers. Pupils' pride in their school and achievements is evident in the care they take with their work. They present their work beautifully and strive to do their best.
- School leaders rightly place high importance on ensuring that pupils attend well. Pupils'

attendance is well above average and they aspire to achieve an attendance award. Leaders' work in improving attendance for the very small number of pupils who attend less regularly is very effective. Leaders engage parents well and pursue any attendance concerns with vigour.

Outcomes for pupils

Outstanding

- Pupils make exceptional progress from their starting points. They start school with levels of development that are broadly typical for their age. By the end of key stage 2, many pupils have made very strong progress in reading, writing and mathematics.
- In 2016, pupils' achievement at the end of Year 6 exceeded national averages in reading, writing and mathematics. These high levels of achievement have been sustained for the past two years, rising from broadly average outcomes in 2014.
- Pupils' attainment in key stage 1 in 2016 was well above the national averages in reading, writing and mathematics. The proportions of pupils working at greater depth in these subjects were also above the national average.
- In 2016, the proportion of pupils who achieved the expected standard in the national phonics check was above the national average. By the end of Year 2, almost all pupils met the expected standard.
- In 2016, disadvantaged pupils in key stages 1 and 2 achieved significantly better than other pupils nationally in reading, writing and mathematics. This is because leaders make very effective use of pupil premium funding. They provide targeted individual support to help these pupils make rapid progress and diminish any differences in attainment.
- Pupils who have special educational needs and/or disabilities achieve well. High-quality support for these pupils ensures that they receive the help they need to make rapid progress, both socially and academically.
- The school's accurate assessment information, pupils' work, and observations of pupils' learning confirm that the vast majority of current pupils are making excellent progress. Pupils are on track to achieve challenging end-of-year targets and above-average standards. Most pupils achieve well across a wide range of subjects and are given many opportunities to apply their reading and writing skills to good effect.
- The creative, imaginative curriculum provides a wonderful vehicle for pupils' learning across many subjects. As a result, pupils achieve very well and show a breadth and depth of understanding in these subjects. In 2016, at the end of key stage 2, pupils' achievement in science was significantly above the national average, including a high proportion of pupils who were working at greater depths of understanding.
- Pupils are very well prepared for the next stage of their education. Pupils describe how their teachers are getting them ready for the challenges of secondary education, as one pupil explained, 'Teachers have boosted our independence to prepare us for transfer.'
- The most able pupils are challenged effectively, and as a result achieve very well in the great majority of areas. They tackle complex problems, apply their knowledge correctly and can clearly explain their thinking. Pupils' writing in English is mature, fluent and

imaginative. However, most-able pupils' writing is not consistently of the same high quality across a range of subjects.

Early years provision

Outstanding

- Children get off to a flying start in the early years. From their different starting points all groups of children make excellent progress and achieve very well. They leave the early years as confident learners and are extremely well prepared for key stage 1.
- The early years setting is a happy hive of industrious, purposeful activity. Children are engrossed in their learning and approach activities with enthusiasm. They cannot wait to tell visitors about what they are doing, and brim with pride about their achievements. As one child asked, 'Please can I show you my writing?'
- Teachers plan learning very well. A wide range of stimulating, exciting activities capture and sustain children's interest, 'hooking' them into learning. Children play purposefully and with imagination, when making a pirate ship out of wooden building blocks, for example. Adults skilfully craft discussions with children, extending their learning and developing their speech and language skills very effectively.
- Children are kind and caring to each other and behave exceptionally well. They work together brilliantly as a team, taking great delight in solving problems such as collecting and emptying the water in the play trough. The learning environment supports children's independence very effectively. Routines are well established and children responsibly and independently get equipment out and tidy it away afterwards.
- Relationships are warm and nurturing and all staff demonstrate high levels of care and attention to children's well-being. Children know how to keep themselves safe, for example when using scissors in the creative area. They have a growing understanding of keeping healthy, as one child commented, 'Sweets are not healthy.' Children listen and respond very well to staff. However, on occasions a few children become over-exuberant and call out during group work.
- Early reading and writing is developed rapidly. Children practise their skills through well-designed independent activities. The creative and colourful writing den and role-play areas inspire children to write. Phonics is taught very well and children ably apply their skills to read new words.
- Teachers' high-quality, regular observations ensure that children's learning and development are assessed accurately. Staff use this information very effectively to track children's progress, identify any gaps and plan future learning. Any children who need additional help are identified quickly and skilfully supported by staff. As a result, children make excellent progress.
- Leadership of the early years is highly effective. Leaders are knowledgeable and enthusiastic about their work, as one member of staff commented, 'I have the best job in the world.' Leaders rigorously check the quality of teaching and accuracy of assessment, providing high-quality feedback to staff. Partnership with parents is very effective. Parents appreciate the way the school involves them in their child's learning.

School details

Unique reference number	140899
Local authority	Kent
Inspection number	10032941

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	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	213
Appropriate authority	Academy trust
Chair	Angela Edwards
Executive Principal	Katrina Ware (Executive Principal), Lois Hudson (Principal)
Telephone number	01795 423939
Website	www.timuacademytrust.org.uk
Email address	manager@bobbing.kent.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- Bobbing is one of two schools in the Timu Academy Trust, formed in June 2014 with Iwade School. This is the first inspection since the school became an academy.
- The executive principal and principal were both at this school when the predecessor school was inspected in June 2012.
- Bobbing is a smaller than average-sized primary school with one class per year group.
- Most pupils are of White British heritage. Very few pupils speak English as an additional language.
- The proportion of disadvantaged pupils is below the national average.
- The proportion of pupils who have special educational needs and/or disabilities is similar to the national average.

- The school meets requirements on the publication of specified information on its website.
- The school complies with Department for Education guidance on what academies should publish.

Information about this inspection

- The inspection began as a short inspection of a good school led by an Ofsted Inspector. The inspection converted to become a full inspection led by one of Her Majesty’s Inspectors. Two Ofsted Inspectors joined Her Majesty’s Inspector on the second day of the inspection.
- Inspectors held meetings with the executive principal, principal, members of the leadership team and teachers. Inspectors also met with members of the board of trustees and the local governing body.
- Inspectors observed learning in all classes and made additional shorter visits to classrooms. Most observations were carried out with senior leaders.
- Inspectors observed pupils playing at breaktime and spoke informally with pupils on the playground and in lessons. Inspectors also held meetings with members of the pupil council and other pupils.
- Inspectors listened to pupils read, looked at pupils’ work in books and discussed pupils’ progress with leaders.
- Parents’ views were taken into account through discussions before school and the 31 responses to Ofsted’s online survey, Parent View. Inspectors also took account of 23 online and paper responses submitted by staff.
- Inspectors reviewed records and a wide range of documentation relating to safeguarding, behaviour, attendance, governing body meetings and staff appraisals. The school’s own monitoring, evaluation and school improvement plans were reviewed. Inspectors also reviewed the checks made on staff’s suitability to work with children.

Inspection team

Sue Cox, lead inspector	Her Majesty’s Inspector
Rosie Beattie	Ofsted Inspector
Liz McIntosh	Ofsted Inspector
Lynda Welham, lead inspector	Ofsted Inspector

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